

A H I S T O R Y
O F
THE DEPARTMENT OF SPEECH
THE OHIO STATE UNIVERSITY

1936 - 1969

1 July 1969

TABLE OF CONTENTS

Introduction

Chapter I: History Prior to 1936.	1
Instruction.	1
Literary Societies.	14
Dramatic Organizations	16
Debate and Oratory.	17
Founding of Department.	20
 Chapter II: Ketcham - Wiley Administration.	 29
Ketcham Biography.	29
Wiley Biography.	31
First Year.	33
Second Year through 1945.	35
 Chapter III: Yeager Administration.	 43
Yeager Biography.	43
Period of Major Expansion	46
Structure of Department.	47
Faculty.	58
Curriculum	58
Enrollments.	74
Expenditures.	75
Graduate Research	75
Theatre Separation.	76
Activities and Organizations.	79
 Chapter IV: Brooks Administration.	 91
Brooks Biography.	91
Reorganization.	94
Committee Structure.	96
Space	99
Bi-Monthly Report	101
Research Emphasis	101
Graduate Degrees.	102
TA Program	104
Lecture Series.	106
Faculty Honors.	107
Distinguished Alumnus Award.	108
Forensics Program	111
Speech & Hearing Clinic.	113
Ohio High School Speech League.	115
1968-69 Faculty and Staff.	117
Enrollments & Expenditures.	121
Curriculum	121

A 1115

APPENDIX I: Administration.	122
APPENDIX II: Faculty Service (Years).	128
APPENDIX III: Publications	148
APPENDIX IV: Outstanding Alumni	179
APPENDIX V: Enrollments.	196
APPENDIX VI: Expenditures	201
APPENDIX VII: Graduate Work (M.A., Ph.D. titles dissertations). . .	205

INTRODUCTION

Purpose and Scope

In keeping with the purpose of arriving at an accurate assessment of Ohio State University's academic progress and growth for the first one hundred years, it was requested that each department prepare a history dated from its founding to this year of our Centennial celebration. The following document represents the commission granted by Dr. Keith Brooks, Chairman of the Speech Department, to Robert Heinemann under the direction of Professor James L. Golden.

In an attempt to fulfill the aforementioned purpose, this study will briefly explore the various forces, influences, and activities which preceded the actual founding of the Department in 1936. Next, the immediate events surrounding the founding will be cited. The department history will then be unrolled from 1936 to 1969; this history naturally divides itself into three basic parts--the Ketcham-Wiley administrations (1936-1945); the Yeager administration (1945-1968); and the Chairman Brooks administration (1968-).

Sources

The major source for this history was an unpublished M.A. thesis entitled "A History of the Ohio State University Department of Speech" submitted by Judy Marlene Kyle in 1964. The first chapter of the present work represents, with limited editing, Chapters II and III of Miss Kyle's thesis. Chapters II and III of the present work leaned heavily on Miss Kyle's Chapters IV through XI; these chapters, however, were more rigorously edited, appended, and updated to 1968. The final chapter of this history represents original work. Almost all of the data gathered since 1964 have come from the same sources used earlier; these would include: interviews

with present and past faculty members, Speech Department files, files kept by University Historian James E. Pollard, Ohio State University Bulletin (including the Directory), Ohio State University Catalogue, Ohio State University Monthly, Record of Proceedings of Board of Trustees, Annual Reports of the Board of Trustees, Annual Reports of the President, Financial Reports of the Ohio State University, Ohio State Lantern, Ohio State Makio, Faculty Records, Faculty Minutes, Commencement Programs, Ohio State Memorabilia, History of the Ohio State University edited by Thomas C. Mendenhall, and History of the Ohio State University by James E. Pollard.

Perspective

The historian is constantly faced with making value judgments as to what should be and what should not be included, what is important and what is not important. Two basic problems may arise in making such decisions: first, early records are often vague and lacking in detail; and second, contemporary events are extremely difficult to evaluate when the writer is actually a part of them--indeed an "historical perspective" is impossible. Keeping these limitations in mind, the following historical account of the Ohio State University Department of Speech is presented.

CHAPTER I
BACKGROUND & FOUNDING

I. HISTORY OF SPEECH EDUCATION AT O.S.U. PRIOR TO 1936

The year 1936 witnessed the creation of the Department of Speech at The Ohio State University; however, neither its growth nor its development can be understood without a glance at speech education prior to 1936.

Instruction In Speech

Training in speech activities can be traced back to the early days when the university opened its doors on September 17, 1873, as the Ohio Agricultural and Mechanical College. The first catalogues of the Ohio Agricultural and Mechanical College list courses in rhetoric under the English Department; however, it is very questionable whether "rhetoric" referred to speech training. As was pointed out in Karl Wallace's History of Speech Education, there was a tendency to emphasize written rather than oral discourse in rhetoric at most American colleges and universities during the 1870's and 1880's.¹

Reports made by one of the first five faculty members, the Reverend Joseph Milliken, Professor of the Languages and Literature indicate some training was provided in speech. His report of November, 1876 states:

In addition to the studies and exercises of my own department, exercises in composition and original speeches are held once a week in which all the students of the College take part in turn.²

Another of his reports in November, 1880, reads:

In addition to these six daily classes taught by Miss Williams (first female faculty member of the university) and myself, I have charge of the weekly rhetorical exercises of the College classes. These consist of original speeches and essays. Giving help in their preparation in the way of references, etc., revising them when handed in, and criticism of them when read or delivered, is the full equivalent of a daily recitation. I am glad to believe in a growth of interest in these exercises and a growing use of good reading as a help thereto.³

Although training in speech during this period often was under the jurisdiction of departments of English, records indicate that such training at Ohio State was given by faculty members in various departments of the university. Strange as it may seem, instruction in elocution was once given by the Professor of Military Science and Tactics and adjunct Professor of Mathematics, Luigi Loma, in the late 1870's. In the Record of Proceedings of the Board of Trustees of the Ohio Agricultural and Mechanical College on January 6, 1877, the following motion appears:

On motion, duly put and carried, it was ORDERED, That Lieut. Loma be requested to give the students such instruction in elocution as the Faculty find advisable, in time and quantity.⁴

Department reports submitted to the Board of Trustees included this report by Professor Loma on November 5, 1878:

Elocution

Two hours a week are devoted to this study. The class at present numbers twenty (20) members, and is constantly increasing. As there has been found no University hour suitable for the majority of the class, the plan has been adopted of giving half hour rehearsals to students individually, at such times as are found convenient in each case. The members of the class, however, are called together to declaim the rehearsed pieces as often as practicable.

If I may be permitted, I would respectfully suggest that this instruction be made available only to the three higher classes of the University. In this way students in the advanced classes would receive more frequent individual training than by the present plan --a thing which might be desirable.

In conclusion, I would urge most strongly that two prizes in money, or in anything else be offered by the Board of Trustees, one to the best declaimer of prose, and the other to the best declaimer of poetry, the awarding of the prizes to take place under the control of the University Faculty.

I am, sir, very respectfully, your obedient servant.

Luigi Loma

5

Similar reports were given by Professor Loma in 1879 and 1880.

When Rev. Joseph Milliken left the university in 1881, the Department of English was combined with the History Department. Professor John T. Short was head of the Department of History and English from 1881 until his death in 1883 when Miss Cynthia U. Weld assumed his position. At this time the work in speech seemed to be handled by Professor Edward Orton, Chairman of the Geology Department, who had served from 1873-1881 as the University's first president. President William H. Scott in his annual report presented on November 15, 1883, expressed the need for the teaching of rhetoric and oratory:

Express provision should be made for the teaching of rhetoric and oratory. At present theoretical rhetoric is in the hands of the professor of history, which makes the labor of that department, with the classes which it is certain to contain, a heavy burden. The little that we are able to accomplish by way of direct training in reading and speaking is done by Professor Orton. No member of the faculty could do it better, but every one must see how incongruous it is to attach the teaching of practical rhetoric to the chair of geology.⁶

According to annual reports of President Scott, instruction in elocution was provided in 1885 and 1886 by Mrs. Katharine Westendorf, Instructor in Elocution; however, no other records could be found to determine the courses offered or other details. The annual report for 1885 stated:

The instruction in elocution, given during the last term by Mrs. Katharine Westendorf, was an important and welcome addition to our work. It is desirable that the arrangement by which it was secured should be renewed for the present year.

The following year, a brief commentary on the lack of progress was recorded:

The work in elocution, though by no fault of the instructor, was less satisfactory than it was the previous year. This was owing in part to the fact that arrangements for the work were so long delayed, and partly to certain exigencies in the general program and rules which reduced the attendance of the classes in this subject.⁸

Meanwhile Professor Orton continued his work in rhetoric. In 1885 George W. Knight, Professor of History and English Language and Literature, (who succeeded Professor Weld), submitted this in his report of the Department of History and English Language and Literature:

Dr. Orton continued an arrangement previously in operation, and took the charge of the weekly rhetorical exercises, to which all collegiate students above the rank of freshmen are subject.⁹

In 1887 the Department of History and English was divided, with Alfred H. Welsh becoming chairman of the Department of English Language and Literature until he left in 1889. Welsh's successor, James Chalmers, Associate Professor of English, was in favor of organizing a department of elocution and oratory in connection with the English department. His words addressed to the President of the University in August of 1890 were:

I trust that it may not be deemed improper for me to recommend the organization of a department of elocution and oratory in connection with the English department. There is pressing demand for the work among the students, and to meet this demand would strengthen the influence of the English department both at the University and throughout the state.¹⁰

Not only did faculty members advocate the creation of a department of elocution and oratory, but students as well. One example of student interest is found in the Record of the Proceedings of the Board of Trustees on May 5, 1891:

A petition signed numerous by the students, asking for the creation of a chair of elocution, was read and filed for future reference.¹¹

The year 1891 witnessed a change in which the Department of English Language and Literature became the Department of English and Rhetoric. Professor Chalmers was then chairman of English Literature and Joseph Villiers Denney was put in charge of Rhetoric.

Joseph Villiers Denney has been recognized primarily as an English scholar and administrator; however, his contributions to speech education should not be overlooked. In an article which appeared in The Speech Teacher Don Faules attempted to place Joseph Villiers Denney in the proper historical perspective in the development of speech:

Denney formulated his ideas concerning speech during a time when a number of English departments did not wish to envision a Speech Department or to recognize a distinctive body of subject matter. . . Denney's major contribution to speech theory lies in the distinction that he made between oratorical and literary criticism. This distinction separates speech from English and also points up the significance of the differences. Denney's emphasis of invention and disposition contributed to speech theory during its transition from the superficial to a more thought-centered approach. When one reviews the history of speech, the teacher of English is normally excluded or is presented as an obstacle to the emergence of speech theory. However, it is clear that Denney believed that thought-centered speech is significant, unique and apart from English.¹²

According to Earl W. Wiley, Emeritus Professor of Speech at Ohio State University, Denney was partly responsible for providing students with speech practice by inviting Robert Irving Fulton to the University. Fulton, nationally recognized for his work in elocution and his collaboration with Thomas Trueblood, was elected lecturer on elocution and oratory in 1893. Records of June 13, 1893 read:

Professor Robert I. Fulton was elected lecturer on elocution and oratory, to give a full course of instruction in those branches at a compensation of \$1,000; it being understood that such instruction shall be given during the fall and winter terms and that his time shall be equally divided between the Ohio Wesleyan university and this institution, as may be arranged between the presidents thereof.

The fees for instruction in such branches was fixed at \$5.00 for the two courses and \$3.00 for the one.¹³

The descriptions of the courses in the Catalogue of the Ohio State University for 1893 and 1894 indicate the emphasis placed on style, gesture and voice.

Elocution and Oratory

1. Principles - (40 lessons)

A study of the vocal organs and muscles. Respiration; vocal exercises for purity of voice; Delsarte theories; principles of gesture and position; articulation; pronunciation; emphasis; and the vocal elements: Quality and form with their combinations in expression. Study and reading of short extracts illustrating principles.

Textbook: Fulton and Trueblood's Practical Elocution.

Mr. Fulton

2. Principles - (40 lessons)

Vocal culture for strength, flexibility and duration of voice; physical development; gesture; bearing; attitudes; conception of action; and the study and practice of the vocal elements: Degrees of force, stress, time, quantity, pause and movement. These principles will be applied in illustrative readings and recitations.

Textbook: Practical Elocution.

Mr. Fulton

As the above courses are completed and the demand arises for more advanced study, another course of 40 lessons completing the vocal and actional elements will be offered; after which there will be higher courses in extempore speaking; oral discussions; topical speeches; analysis and rendition of readings; recitations and personations; sources of power in oratory; truth, personality and art in oratory; sketches of the great orators of the world and a study of their orations; close criticism upon the thoughts and composition and rendering of original orations and essays; and a course in Shakespeare.

(Note: Announcement of the credit that will be allowed for the courses in elocution and oratory may be expected at the beginning of the next college year. At present, work in elocution and oratory does not count toward a degree.)¹⁴

It is assumed that Fulton's concern for the students was responsible for the action taken on September 25, 1894:

The fees of students in elocution were remitted for the current year, on the representation of Professor Fulton that if he is engaged for the next year, he will remit \$100 of his salary for the present year.¹⁵

Beginning in the fall of 1895 Robert Fulton's title was changed from Lecturer to Professor and credit was granted for courses in elocution and oratory (students being limited to a total of four hours credit.) The courses given by Professor Fulton from 1895 to 1899 included Elocution (The Science of Expression), Oratory (The Art of Expression), Literary Analysis, Argumentation and Debates; and Shakespeare and the Drama.

Robert L. Fulton resigned from the chair of elocution and oratory in 1899 with the following words:

Columbus, Ohio
March 21, 1899

Dr. James H. Canfield,
President of the Ohio State University:

My Dear Sir -- If the question of the division of my time between the Ohio Wesleyan and the Ohio State Universities is brought up at any meeting of the board of trustees, and they insist upon my resignation from the former that I may give my entire time to the latter, please place in their hands my resignation.

In taking this step, which will doubtless bring about final action of the board permit me to say that I regret the termination of my official relations with the state university in which I have labored, I hope not without good results, for the past six years, but I assure you that I shall continue that feeling of good fellowship and high regard which I hold for my friends of the faculty, and the splendid body of students who have come under my instruction in this institution.

I have long felt that the demands of a professorship in the two universities were greater than one man should attempt to supply, and I feel that I should continue in the Ohio Wesleyan University in which I have rendered the longer service, and which I believe offers a wider field for my work.

May I express my gratification and concurrence with your own suggestion that this work be continued, as it has been begun and carried thus far; and let me further venture the hope that all the courses in this department for which I have so persistently contended, and which are duly credited on the university degrees, may be retained and enlarged by some sympathetic and abler instructor.

Very truly yours,
Robert I. Fulton

The same was carefully considered and reluctantly accepted. Thereupon the committee on faculty and courses of study presented the following report, which was adopted:

The committee on faculty and courses of study recommends that the department of elocution and oratory be discontinued; that an instructor in public speaking be engaged, at a salary of \$1,000, in the department of rhetoric and English, and that the president and Professor Denney be instructed to recommend to the committee on faculty and courses of study, for consideration and reference to the board, a person for such position.¹⁶

The late 1890's and early 1900's seem to mark the beginning of the transition from a type of elocution with emphasis on style, gesture, and voice to speech that was more message-centered. Professor Denney used the term "Oral English" in order to include speech instruction in the department. In the bulletin of 1899-1900 the beginning course in English Composition was described as written and oral. The class met three times a week, two times for exercises in writing and one time for practice in public speaking. Herrick Cleveland Allen perhaps was the first faculty member given a title in public speaking. The catalogues from 1899-1902 list him as Assistant Professor of Public Speaking.

The 1901-1902 catalogue was the first to list courses separately under Public Speaking as part of the Department of Rhetoric and English Language. The courses offered from 1901 to 1904 included:

21. Essentials of Oral Discourse	1/2 credit
22. Declamation	2 credits
23. Debates	2 credits
24. Extempore Speaking	2 credits
25. Oratory	2 credits

In 1904 the Department of Rhetoric and English Language was changed to become the Department of English with Professor Denney as chairman. The catalogues for the years 1904 through 1908 list no courses offered in public speaking except a course entitled Brief Making and Argumentation which was described as mostly written work rather than oral. Debating was revived as a course in the Department of English in 1908-1909 and was then supplemented by other courses the next year. The Department of English courses, concerned with speech education, provided over the period 1909 to 1917 included:

Advanced Argumentation and Debate	3 credits
Principles of Public Speaking	2 credits
Debating	2 credits
Extempore Speaking	2 credits
The Forms of Public Address	2 credits
Advanced Debating	2 credits

It seems likely that the work of Charles E. Blanchard, beginning in 1906, was partly responsible for the increase in the number of courses in public speaking and the great interest in debate. Professor J. V. Denney of the Department of English submitted the following in a department report of 1907:

Mr. Blanchard, who is in charge of debating at the University, has conducted voluntary classes in public speaking, four hours each week, with an enrollment of seventy students from the Colleges of Arts and Law. A great revival of interest in public speaking and debate is the direct result of Mr. Blanchard's thorough work.

Autumn quarter, 1917, courses were again classified under Public Speaking in the Department of English; whereas, in the period prior to that they had just been included in the description of English courses. The same basic subjects were taught from 1917 to 1936. These included:

- 401. Principles and Practice of Public Speaking
- 402. Debating
- 459. Principles and Practice of Oral Reading
- 607. Advanced Argumentation and Debate
- 610. Advanced Debate Practice
- 614. Extempore Speaking
- 621. Masters of Public Address
- 625. The Forms of Public Address
- 651. Special Problems in the Theory of Public Speaking

Two and three hours of credit were granted for each of these courses.

Gradually training in public speaking gained more status, and by 1922 five hours of credit were given for all the courses mentioned above except "Principles and Practice of Oral Reading." This course given for three hours of credit was required of all students in the College of Education majoring in English or music. Speech tests determined who would take and who would be excused from this course.

Two of the persons largely responsible for the changes and growth in the area of Public Speaking from 1913 to 1936 were Victor A. Ketcham and Earl W. Wiley. The need for public speaking (according to Emeritus Professor Earl Wiley) was more widely recognized during the years of World War I.

Persuasive speeches were needed to promote the selling of "liberty loan bonds." Wiley pointed out that Ketcham gave speeches before groups around the country to persuade Americans to buy these bonds. Moreover, he also trained many others to present these persuasive speeches.

18

A significant development in 1927 was the creation of a Director of Dramatic Organizations. Upon motion, the following recommendation of President George W. Rightmire was approved on August 3, 1927:

That there be created in the Department of English in the College of Liberal Arts, the position, Director of Dramatic Organizations; the duties of this position shall pertain to supervision of the Student Dramatic Organizations, to instruction in reference to Dramatics and the proper methods of organization and activity for dramatic presentations, and such other general duties as may be outlined by the Chairman of the Department of English and approved by the President. That Herman A. Miller, Instructor in the Department of English, be chosen to this position with the title Instructor in English and Director of Dramatic Organizations.¹⁹

Drama courses in the English Department had been offered prior to 1927; however, from the course descriptions it would appear that most of the courses were a study of dramatic literature rather than practical theatre instruction:

Recent and Contemporary Drama
Studies in the Drama
Problems in the Drama
Modern English Drama
Study of Shakespeare
The Technique of the Drama
Early Popular Drama

Another noteworthy development was the creation of a Division of Phonetics. The recommendation of President Rightmire on August 8, 1929 was:

That the Phonetics activities be detached from the Department of Romance Languages in the College of Liberal Arts and be established as a separate division in the College of Liberal Arts to be named the Division of Phonetics, and that Associate Professor G. Oscar Russell likewise be detached from the Department of Romance Languages and continued as Associate Professor of Phonetics and Director of the Phonetics Laboratories, responsible directly to the Dean of the College of Liberal Arts; that Associate Professor Russell have supervision and direction of all work done in both the experimental and practical phonetic laboratories, that he cooperate fully with the various language departments having occasion to use this service and with such other departments of the University as may eventually find work in Phonetics of importance to them; that courses having relation to Phonetics now announced by the Department of Romance Language be transferred to the Division of Phonetics upon the direction of the Dean of the College of Liberal Arts after conference with the Chairman of the Department of Romance Languages and the Director of the Phonetics Laboratories.²⁰

The first courses offered by the Division of Phonetics beginning in 1930 were:

403.	General Phonetics: Physiological	5
407.	General Phonetics: Practical	5
413.	Physiology and Hygiene of Voice	5
601.	Sound: Laboratory Phonetics	5
610.	English Phonetics	3
615.	Americanization Phonetics	3-5
622.	History of Experimental Phonetics	5
630.	Speech Defects in Elementary Schools	5
635.	Work with the Deaf and Hard of Hearing	5
640.	Correction of Stammering and Stuttering	5
700.	Minor Research: Human Speech	3-5
800.	Phonetic Research: Major Problems	3-5

The work in Public Speaking and Dramatics in the Department of English and the work in the Division of Phonetics continued to expand and flourish. Gradually more and more faculty members and administrators saw

the need for a Department of Speech. One of the first expressions of this need found in official records was a report made by the Dean of the College of Arts and Sciences in 1932:

The Division of Phonetics is a relatively new organization at Ohio State University. The work which it conducts is of several kinds. It offers a number of courses in the scientific aspects of Phonetics, with an increasing enrollment of students, a considerable number of whom are doing graduate work. It conducts a speech clinic for students who suffer from speech defects. During Freshman Week tests are given to all entering students. It is discovered that a large number suffer from some defect of speech or hearing. Those who are most seriously handicapped are advised to use the facilities offered by the speech clinic and are often greatly aided in their university work as a result of this assistance. Many students who have been failing in their courses have been able to reestablish themselves and do profitable work through the aid of the speech clinic and of courses which they take in the Department. A third line of activity has been the direction of a practical laboratory for students in foreign-language courses. On account of the financial stringency this work has been discontinued for the year 1931-32 and will not be undertaken next year. The fourth line of work carried on by the Department is research, and a number of valuable studies are being made in this field. Professor G. Oscar Russell has been assisted by the Carnegie Foundation in conducting experiments of unusual interest and importance. The question must soon be answered as to whether the various lines of work in speech conducted by the Division of Public Speaking in the English Department, the work of linguistics in the foreign-language departments, the work in Dramatics, and the work of the Division of Phonetics should not all be organized into a Department of Speech. This development is taking place in other universities and would seem to be desirable at Ohio State. Not only the relief of those individuals in our community who suffer from the handicap of defective hearing and speech requires more attention than has hitherto been

given, but the scientific investigation and development of the oral medium of communication constitutes a definite responsibility of our modern university. It is to be hoped that the financial situation will in the near future permit a serious examination of this problem.²¹

Literary Societies

Another important element in a history of speech education is the literary society. These societies, which were found in nearly every college and university of America in the nineteenth century, contributed much to speech education by "furnishing a place for college youth to try its literary, oratorical and forensic wings under the aegis of a closely knit social organization."²²

The literary societies at Ohio State appeared shortly after the opening of the first college; the main ones were Alcyone, Horton and Browning.

Alcyone Literary Society. Early in the history of the college, sixteen men filled with a sense of the importance of literary work in an institution so essentially scientific as the Ohio Agricultural and Mechanical College, met for the purpose of organizing a Literary Society. This first meeting was held on the night of January 23, 1874, in a room in the present University Hall, which at that time was in use by students as a sleeping apartment and study. At the third meeting the society adopted the name "Deshler" in honor of John G. Deshler, a staunch friend of the college in its early days and a contributor to the society's library and hall furnishings. Mr. Deshler requested the society to call themselves by some other name, stating that he considered that his qualifications were not such as to warrant the honor; after persisting in his request, the name "Alcyone"

was adopted on April 27, 1875. On the 18th of June, 1878, the society held its first Commencement. Graduates who had two or more years' standing in Alcyone, were given diplomas at these annual commencement exercises. "Publics" were given to indicate the work accomplished by the society. Literary performers would include orators, essayists, declaimers and debaters.

Horton Literary Society. Three men regarded as staunch, loyal members, seceded from Alcyone, and together with ten other men organized the Horton Literary Society on October 16, 1874. The object of the society, as expressed in the original preamble was "to form an association for mutual improvement, morally, socially and intellectually." The name of the society was chosen in honor of the Honorable Valentine B. Horton, of Pomeroy, Ohio, then a member of the College Board of Trustees. The meetings were first held in President Orton's lecture room, the society having no hall of its own.

Columns in various editions of the Makio indicate that much rivalry existed between these two literary societies. Oratorical contests were held between the Horton and Alcyone Literary Societies. The first recorded contest was held on February 22, 1878.

Browning Literary Society. The third literary society was the Young Ladies' Society, organized on November 17, 1882 with twenty-seven charter members. This later became the Browning Literary Society in May, 1884. This society which was named for the poet Elizabeth Barrett Browning, was concerned mostly with dramatic activity and was later named Browning

Dramatic Society. Each year the women of this society presented a play in Mirror Lake Hollow in the spring, accumulating funds in order to aid in erecting Browning Amphitheater. Unlike the other societies which were disbanded in the early years of the twentieth century, Browning Dramatic Society continued as a part of campus life until around 1956.

Other literary societies. Other early literary societies which provided opportunities for speech activities included the Athenaeum Literary Society, founded in 1897; the Philomathean Literary Society (another society for young women), founded in 1894; the Townshend Literary Society (known earlier as the Kirtland Society), first organized in 1882; and the Hunter Literary Society for law students (known earlier as the Hunter Law Club), founded in 1896.

As the university became larger and its interests more diverse and specialized, the old literary societies were replaced by new scholastic and athletic organizations. "Numerous expressions of regret at their passing are found in the pages of University publications, but they were unavailing. The last mention of Alcyone and Horton was in the Makio of 1906, a lack of interest being reported."

23

Dramatic Organizations

The College Dramatic Club appeared in 1877, and on the evening of June 15, that year, presented in the "College Building," the play, "The Loan of a Lover," followed by a skit entitled "Ici on Parle Francais." As far as may be determined by records, a considerable period of dramatic inactivity followed. In 1893 the Dramatic Club was revived as a men's organization, but around 1896 the dramatic fervor again abated until 1900 when the Strollers Dramatic Club

was organized. Strollers still maintains an organization today.

Scarlet Mask, musical comedy organization, was the outgrowth of a movement begun in 1915 and centered about "The Dreamer o' Dreams," which had been written by two students. The organization was first called Sash and Slipper, but this was changed to Zarzoliers, and so it was called when, with an enlarged cast it presented the comedy in February, 1916, at the Southern Theater. Then came the war with its interruption of all normal activities, and there was no revival of the project until 1919 when Scarlet Mask was formed as an all male musical comedy group. The purpose of the group was to write, stage, and produce original musical comedies. Some of its more illustrious alumni are James Thurber, Milt Caniff, Elliott Nugent, and Wes Fesler.

Debate And Oratory

Debate and oratory as fostered in the early literary societies led to the organization of the University Oratorical Society in 1883. The following year the University entered The State Oratorical Association and held its first local contest. In 1885, an interstate contest was held in Columbus with teams from Indiana, Illinois, Iowa, Minnesota, Wisconsin, Kansas, Ohio and Nebraska participating. About this time at the University a demand arose for an instructor in elocution, with academic credit for the work. "As there was no immediate response, ambitious students petitioned for and received permission to deliver orations in the Chapel during a part of the period set aside for chapel exercises. This, it was held, would give opportunity for practice and self-education in public speaking."

State contests and campus contests continued, but it was not until 1891 that the University won first place in a state contest, with Katherine E. Morhart's speech on "Materialism."

In 1897 the University Debating League was organized with a membership consisting of representatives from the literary societies. In 1900 the Debate and Oratory Council was organized, replacing the League. In its membership were two representatives from each of the literary societies and six from the faculty. Until the organization was discontinued in 1915, committees were maintained for annual debate, annual oratorical contests, and intercollegiate debate (with nearby schools such as Ohio Wesleyan, Western Reserve and Oberlin).

In 1904, when the interest in debating seemed at a low ebb, the Tri-State League was organized -- Ohio State University, University of Illinois and University of Indiana. Charles E. Blanchard assumed the duties of debate coach in 1906, and the years following were marked by a renewed interest in debating as indicated by the Makio:

Interest in public speaking in all of its forms is steadily increasing. The courses in public speaking, debating and extemporaneous speaking conducted in both the Arts College and the College of Law by Professor Blanchard are largely responsible for this desirable condition. 140 men are enrolled in the classes. Interest in the debating teams is also kept up and increased by the method employed to select the members of the Varsity squad. In order to make the team a man must prove a winner in three preliminary debates. The first of these preliminaries is open to all comers, from 60 to 80 men usually competing.

24 are chosen from this number to take part in the second preliminary; 12 of these are selected for the final contest, and from these 12 the six men who compose the teams are picked...in this way the best material in the University is always obtained for the Varsity teams.

In 1909 the "Toastmasters" Club was organized, its purpose being to cultivate the art of after-dinner speaking and to provide opportunities for practice.

On June 8, 1910, a charter was signed which founded a chapter of Delta Sigma Rho, a national forensics honorary, at Ohio State University. Its charter members included Victor Alvin Ketcham, later the first Chairman of the Department of Speech; B. F. Miller, a Columbus attorney; and Elton M. Kile, a longtime state representative from Madison County. The sponsor was Professor Charles E. Blanchard.

The Delphic Debating Club was organized by women students in 1912 to "provide regular opportunities in the practice of public speaking and debating."

Victor A. Ketcham succeeded Charles E. Blanchard as debate coach in 1913. Documents of 1914-1915 show that Senator John W. Bricker and Emeritus Dean Leo L. Rummell of the College of Agriculture were on the same debate team with Victor A. Ketcham as their coach.

Debate coaches over the years 1919 to 1936 who maintained student interest in debate activities included: Earl W. Wiley, William P. Sandford, W. Hayes Yeager (later the second Chairman of the Department of Speech), Glenn Ross and C. Emory Glander.

It can be seen that speech instruction went through a variety of associations and interest in speech activities waxed and waned over the first sixty-three years of the University. The movement in the field of speech for the establishment of a department separate from English grew out of a background in which neither the place of speech instruction in the curriculum, nor the conditions of its association with English had achieved any measure of stability.

II. FOUNDING OF THE O.S.U. DEPARTMENT OF SPEECH

The departmentalization of American education came into being late in the nineteenth century when the structure of higher education underwent profound changes.

The modern college department was born out of the pressures of new knowledge, specialization, new utilitarian concepts of the functions of education, and swelling enrollments...Teachers in American colleges and universities found their individual aspirations and their aspirations for their instructional area increasingly involved with the sort of department in which they were working. It is understandable that men interested in the teaching of speech felt that the path of both hope and opportunity led from the establishment of an autonomous department.²⁸

In 1900 there were no departments of "speech" in America. According to a study made by T. E. Coulton, the appearance of "speech" as a departmental title began in the 1920's.²⁹

Conditions Leading To The Founding Of The O.S.U. Department of Speech

The creation of the Department of Speech at Ohio State University was preceded by almost a decade of investigation and planning. Records indicate that the Board of Trustees, the President, the College of Arts and Sciences, the Department of English, teachers of speech, the Ohio Association of College Teachers of Speech, and many other administrators and students at the University gave much time and consideration to the question of organizing a separate Department of Speech.

Although records of the University do not indicate that there was a great deal of opposition to the creation of a Department of Speech, Professor Wiley pointed out that many English teachers questioned the subject matter of speech. ³⁰ Throughout America at this time, speech teachers were asserting with increasing force the claims for a distinctive subject matter. One claim came from the ancient field of rhetoric and another from the contributions of science to the study of speech behavior, particularly psychology. Courses in speech correction claimed as sanctions the enormous reputation of scientific learning. "Thus, the claims of old knowledge reasserted and the stimulus of new knowledge derived from the sciences helped establish the right of speech ³¹ to departmental status."

In the files of President George W. Rightmire's papers preserved by James E. Pollard, University historian, three letters were discovered which are of significance in the creation of the Department of Speech. The first is a petition for the creation of a Department of Speech signed by Professor Herman A. Miller, in charge of instruction in dramatics; Professor G. Oscar Russell, in charge of the Division of Phonetics; and Professor Victor A. Ketcham,

in charge of instruction in public speaking. The second letter was submitted to President Rightmire on April 30, 1936, by Acting Dean of the College of Arts and Sciences, Wilbur H. Siebert. The third letter indicates the great interest shown by The Ohio Association of College Teachers of Speech in the organization of a Department of Speech at Ohio State. This letter was written by Charles R. Layton, Chairman of the Committee on the Petition for a Department of Speech at Ohio State University. Copies of these three letters read:

APPLICATION FOR A DEPARTMENT OF SPEECH
IN THE COLLEGE OF ARTS AND SCIENCES
OF THE OHIO STATE UNIVERSITY

To Wilbur H. Siebert, Dean,
College of Arts and Sciences,
Ohio State University.

We, the professors in charge of instruction in public speaking, phonetics, and dramatics at the Ohio State University, hereby join in this petition for the creation of a Department of Speech and in support thereof urge the consideration of the following facts:

1. The creation of a Department of Speech at the Ohio State University has been under consideration for many years. The professors in the departments concerned and the executives of the University are acquainted with the need for this change.
2. Our students who desire to major in this field should be free to do so without being compelled to meet the credit requirements of departments of instruction in which they have no especial interest.
3. A closer coordination in a separate department of the instruction in public speaking, phonetics, and dramatics is essential to effectiveness in administering and teaching speech subjects.

4. Other institutions on our educational level have created separate Departments of Speech. Some of these institutions are; -

University of Wisconsin
 University of Iowa
 University of Michigan
 Northwestern University (School of Speech)
 George Washington University
 Cornell University
 University of Nebraska
 Louisiana State University
 University of California
 University of Southern California

5. For the past three years the Ohio Association of College Teachers of Speech has been requesting the creation of a separate Department of Speech at the Ohio State University. One of the reasons for this request is that Ohio students should not be compelled to go to other states for graduate work in this field. Graduates of Ohio colleges should have the same facilities in speech which other states provide. The other institutions of higher learning in our state look to us for leadership in this field.
6. The resolution adopted by the Ohio Association of College Teachers of Speech at its last convention on April 3, 1936, contains the following statement; "That this body go on record as favoring a Department of Speech at Ohio State University, organized on a parity with those in its major sister institutions and with others of its own departments."
7. The English Department of the Ohio State University, by a resolution adopted April 23, 1936, is agreeable to this change and expresses the belief that it is educationally desirable.
8. The scope of the subject and the objectives to be attained as revealed in the program for a separate Department of Speech heretofore submitted to you and to the President justifies the creation of such a department.

Respectfully submitted,

April 27, 1936.

Herman A. Miller

G. Oscar Russell

V. A. Ketcham

THE OHIO STATE UNIVERSITY
George W. Rightmire, President
COLUMBUS

April 30, 1936

President G. W. Rightmire
Executive Offices
Administration Building

My dear President Rightmire:

I submit herewith the "Program for instruction in Speech" as presented by Professor Victor A. Ketcham after consultation with the other gentlemen concerned. The list of courses, with their descriptions, is not included as being premature until action shall have been taken by the Board of Trustees.

As I have studied the problem of establishing a separate Department of Speech by bringing together and integrating elements already existing within our College of Arts and Sciences, the following valid reasons have appealed to me:

- (1) The areas of public speaking, debating, dramatics, and phonetics are much more closely interrelated than they are related to the fields of English and American literatures and English composition.
- (2) This is indicated in our own Department of English by the fact that public speaking and dramatics constitute "Divisions." The personnel of these areas are quite distinct from the personnel of the Literary Division, as is also the case with the courses and programs. For example, the Department of English does not require of students majoring in literature a single course in public speaking, dramatics, or phonetics.
- (3) It is also true that a departmental chairman and the members of his curriculum committee, who have been trained in literature and have only a superficial acquaintance with the field of speech, cannot properly organize and administer a program in speech. These diverse interests in one Department are clearly detrimental to both the work and the workers in both divisions.

2--President G. W. Rightmire

April 30, 1936

- (4) The Department of English is a great service department, handling thousands of students in its Literary Division every year. Its problems are numerous and inevitably complicated by the presence of the Divisions of Public Speaking and Dramatics. Already the budget of the Department contains a provision of more than \$13,000 for the support of Dramatics and Public Speaking.
- (5) There has been an increase in the number of our students who desire to major in speech. The English Department has been embarrassed by the problem of making out programs for such students, and has advised graduate students wishing to specialize in speech to go to one or another of the high-class universities where there is a well-organized Department of Speech.
- (6) Professor Ketcham is deeply interested in seeing such a department formed here and is willing to devote his full time to the work of promoting its integration and attending to its administration. He is, I think, eminently qualified to be Chairman of the proposed department.
- (7) It would seem that the University hardly has an alternative to that of organizing a Department of Speech if it is wished to make the work in speech significant and effective.

Respectfully submitted,

W.H. Siebert
Acting Dean

WHS:MC

MUSKINGUM COLLEGE
J. Knox Montgomery, President
New Concord, Ohio

June 8, 1936

President George W. Rightmire
Ohio State University
Columbus, Ohio

My dear President Rightmire:

May I venture to inquire about the final action taken on the proposed Department of Speech at the Ohio State University? As chairman of the committee on this matter appointed by the Ohio Association of College Teachers of Speech which has been petitioning for such a department for several years, I should very much appreciate whatever information you may desire to give me.

As we stated in the interview which you so kindly granted to our committee, our only purpose is to be helpful in a situation in which we believe immediate favorable action is desirable. The colleges of Ohio would like to be able to send their graduates in speech to the Ohio State University for advanced work. Other states provide this opportunity for their citizens. We feel that the same advantages should be available to us. Our feeling on this subject is intensified by the fact that most of us are supported by means other than taxation. Surely we are justified in asking this service from our tax supported institution, especially when such service is rendered so freely in other fields.

We hope that the detailed information which we submitted on this subject is sufficient to justify your granting immediate favorable action. You can help us greatly in this matter of public education. We very much appreciate the cordial attitude of Dean Siebert and yourself in considering our petition and we earnestly hope that favorable action has been taken, or will be taken at this time.

Sincerely yours,

Chas. R. Layton, Chairman
Committee on the Petition
for a Department of Speech
at Ohio State University,
Ohio Association of College
Teachers of Speech

Official Creation Of The Department Of Speech

On June 15, 1936, action was taken by the Board of Trustees whereby the creation of the Department of Speech of The Ohio State University was made official. The Record of Proceedings of the Board of Trustees of June 15, 1936, states:

That a Department of Speech be created in the College of Arts and Sciences, which shall include the activities now carried on under the catalogue titles of Public Speaking, Phonetics and Dramatics. Public Speaking and Dramatics are included with the assent of the Department of English, being taken therefrom, and the Department of Phonetics expresses its willingness to be merged into the Department of Speech. For chairman of this department, Professor V. A. Ketcham is recommended at an annual salary of \$5,400.00. The staff of the department will initially include all the present staff members whose functions are in the field of Dramatics or Phonetics or Public Speaking. This recommendation involves no further new budgetary provisions, but is based entirely on a reorganization which is expected to enable these activities to function much more effectively and cooperatively.

That said Department of Speech be created, effective October 1, 1936, and that the staff members thereof be as follows, namely:

<u>Name</u>	<u>Title</u>	<u>Quarters</u>	<u>Annual Salary</u>
Victor A. Ketcham	Professor & Chairman	Au.Wi.Sp.	\$5,400.00
G. Oscar Russell	Professor	Au.Wi.Sp.	4,500.00
Earl W. Wiley	Professor	Su.Au.Wi.	3,600.00
Herman A. Miller	Assistant Prof.	Au.Wi.Sp.	2,808.00
Marie K. Mason	Assistant Prof.	Au.Wi.Sp.	2,256.00
Bert Emsley	Instructor	Au.Wi.Sp.	2,256.00
Donald W. Riley	Instructor	Au.Wi.Sp.	2,004.00
Jack C. Cotton	Instructor	Au.Wi.Sp.	1,800.00
Frances E. Jones	Instructor	Au.Wi.Sp.	1,800.00
(To be named later)	Instructor	Au.Wi.Sp.	1,800.00
C. Emory Glander	Assistant	Au.Wi.Sp.	954.00

That the Division of Phonetics, created by action of the Board of Trustees on August 8, 1929, be hereby abolished, and that this field of activity become now a part of the said Department of Speech.³²

FOOTNOTES

1

Karl Wallace (ed.) History of Speech Education in America (New York: Appleton-Century-Crofts', Inc., 1954), pp. 277-300.

2

Sixth Annual Report of the Board of Trustees of the Ohio Agricultural and Mechanical College to the Governor of the State of Ohio for the year 1876, p. 78.

3

Tenth Annual Report for the year 1880, p. 24.

4

Record of Proceedings of the Board of Trustees of the Ohio Agricultural and Mechanical College, May 11, 1870 to June 25, 1890, p. 125.

5

Eighth Annual Report for the year 1878, pp. 28-29.

6

Thirteenth Annual Report of the Board of Trustees of The Ohio State University to the Governor of the State of Ohio for the year 1883, p. 29

7

Fifteenth Annual Report for the year 1885, p. 19.

8

Sixteenth Annual Report for the year 1886, p. 26.

9

Fifteenth Annual Report for the year 1885, p. 45.

10

Twentieth Annual Report for the year 1890, p. 64.

11

Record of Proceedings of the Board of Trustees for the year ending June 30, 1891.

12

Don Faules, "Joseph Villiers Denney: English Scholar and Contributor in the Emergence of Speech Theory", The Speech Teacher, Vol. XII, No. 2 (March, 1963), pp.105-109.

13

Record of Proceedings of Bd. of Trustees from Nov. 18, 1890 to June 30, 1900, p. 133.

14

Catalogue of the Ohio State University for 1893-1894, p. 82.

15

Record of Proceedings of Bd. of Trustees from Nov. 18, 1890 to June 30, 1900, p. 183.

16

Ibid., pp. 389-390.

17

Thirty-seventh Annual Report of the Board of Trustees for the year ending June 30, 1907, pp. 37-38.

18

Information received from an interview with Earl W. Wiley, Emeritus Professor of Speech at Ohio State University.

- 19
Record of Proceedings of the Bd. of Trustees for the year ending
June 30, 1928, pp. 14-15.
- 20
Record of Proceedings of the Bd. of Trustees for the year ending
June 30, 1930, pp. 20-21.
- 21
Sixty-Second Annual Report of the Bd. of Trustees for the year ending
June 30, 1932, p. 63.
- 22
David Potter, "The Literary Society", History of Speech Education in
America, ed. Karl R. Wallace et. al. (New York: Appleton Century-Crofts, Inc.,
1954), p. 257.
- 23
Thomas C. Mendenhall, ed., History of the Ohio State University,
Volume II, Columbus: Ohio State University Press, 1926, p. 193.
- 24
Ibid., pp. 197-198.
- 25
Ohio State Makio, 1910, p. 287.
- 26
Information received from an interview with the late Doctor Paul A.
Carmack of Ohio State University.
- 27
Ohio State Makio, 1912.
- 28
Donald K. Smith, "Origin and Development of Departments of Speech,"
History of Speech Education in America, ed. Karl R. Wallace et. al.,
(New York: Appleton-Century-Crofts, Inc., 1954), p. 449.
- 29
Ibid., p. 463.
- 30
Information received from interview with Prof. Wiley.
- 31
Donald K. Smith, op. cit., pp. 456-458.
- 32
Record of Proceedings of the Board of Trustees, July 1, 1935 to
June 30, 1936, pp. 176-177.

CHAPTER II

1936 - 1945

THE KETCHAM ADMINISTRATION: 1936-1943

ACTING CHAIRMAN WILEY: 1943-1945

THE FIRST CHAIRMAN

VICTOR A. KETCHAM

1936 - 1943



Victor A. Ketcham. Victor A. Ketcham, Sr., one of the pioneer teachers of speech and first chairman of The Ohio State University Department of Speech, was born in Perry County, Ohio, on August 7, 1883. A graduate of Corning High School, he received the Bachelor of Arts degree from Ohio State University in 1907. As an undergraduate he was active in forensic affairs, serving as captain of the University Debating team, president of Athenean Society, member of Delta Sigma Rho and president of the Debate and Oratory Council. In 1910 he received his LL.B. from Ohio State University and became a member of the Ohio bar.

After serving as an instructor in English at the University of Maine from 1910 to 1912 and as head of the Public Speaking Division in the Department of English at the University of Illinois from 1912 to 1913, he joined the Ohio State faculty in 1913 as Assistant Professor of English. In 1917 he became Professor of English. His activities and those of his associates in promoting better speech instruction resulted in the creation of the Department of Speech in 1936. Professor Ketcham assumed the first chairmanship of the Department in 1936. Submitting his resignation as chairman in 1943 in order to devote more of his time and effort to teaching and writing, he remained at Ohio State until the winter quarter of 1947 when development of a severe heart ailment forced him to resign. Professor Ketcham died in Columbus on July 20, 1947, at the age of sixty-three.

Professor Ketcham's writings and lectures brought him wide acclaim. His writing included: The Theory and Practice of Argumentation and Debate; The Course in Effective Talking; Make a Good Speech; Titles of Lectures; Speech Efficiency; Persuasive Power; Tact and Skill in Argument; Extempore

Speaking; The Public Address; and numerous articles for speech and drama journals. His lecture, "The Seven Doors to the Mind," has been printed in several textbooks on public speaking as illustrative of the imaginative elements in speech.

During World War I, he was educational director of the Fourth Federal Reserve District and mapped programs for training speakers for the "Liberty Loan" drives in 1917-1918. He also did a considerable amount of consulting work and delivered a series of lectures to classes of the personnel heads of many large corporations including: General Electric, Westinghouse, RCA, Standard Oil Corporations and other similar organizations.

His memberships included the National Association of Teachers of Speech, Ohio Society of New York, and the American Association of University Professors.

The admiration and respect gained by Professor Ketcham is evident in the testimonies of those who knew him. One such testimony came from Doctor Eugene Bahn of Wayne State University, a former professor at Ohio State:

"Professor Ketcham was an enthusiastic supporter of the Theatre Area and of the Drama Studio. The Department of Speech owes MUCH to this man for his contributions, and the Drama Studio should genuflect in respect to him-- as much as he wouldn't want it!"

EARL W. WILEY

ACTING CHAIRMAN OF THE O.S.U. DEPARTMENT OF SPEECH

1943 TO 1945



Earl W. Wiley. Earl W. Wiley was born on October 7, 1886, in Holyoke, Massachusetts. Having received his Bachelor of Arts degree from Dartmouth in 1909, he received the Master of Arts degree from Ohio State University in 1917.

His teaching experience included two years, 1909 to 1911, in Shawnee, Oklahoma, as a high school teacher of English; four years, 1911 to 1915, in Weatherford, Oklahoma, as chairman of the Department of English at Southwestern Normal College. While in Oklahoma, Professor Wiley also served as athletic director and basketball coach and was president of the Oklahoma Intercollegiate Athletic Association.

He joined the Ohio State faculty in 1915 as an instructor in English. When the need arose for someone to assist Professor Ketcham with the work in Public Speaking, Professor Wiley began teaching courses in speech. After becoming Associate Professor in 1922, he then became Professor of English in 1927. With the creation of the Department of Speech in 1936 his title was changed to Professor of Speech. While Professor Ketcham, first Chairman of the Department, was away from campus delivering lectures, Professor Wiley assumed many of the administrative duties of the Chairman. Upon the resignation of Victor A. Ketcham as Chairman, Earl W. Wiley became Acting Chairman from 1943 to 1945.

Following forty-two years of teaching at this University, Professor Wiley on June 30, 1957, was granted the title of Professor Emeritus. The succeeding year he spent as a visiting lecturer at the College of Wooster in Ohio and at the University Teachers' College in New Paltz, New York.

Professor Wiley was several times elected President of the Ohio Association of College Teachers of Speech during the twenties and thirties. Other organizations to which he belonged were: American Association of University Professors, Abraham Lincoln Association, American Speech Association, Delta Sigma Rho and Delta Upsilon social fraternity.

Known particularly for his works concerning the speeches of Abraham Lincoln, C. William O'Neill, the Governor of the State of Ohio, appointed him Chairman of the Ohio Lincoln Sesquicentennial Commission in 1957.

Professor Wiley's publications include: Four Speeches by Abraham Lincoln Hitherto Unpublished or Unknown, Columbus: Ohio State University Press, 1927; "Colonel Charles Anderson's Gettysburg Address," The Lincoln Herald, 1952; "Abraham Lincoln: His Emergence as the Voice of the People," a chapter in a book edited by W. N. Brigance -- The History and Criticism of American Public Address; and numerous other articles and book reviews in professional journals.

For his many contributions to The Ohio State University Department of Speech, Professor Wiley shall be long remembered.

I. The First Year Of The O.S.U. Department of Speech

Examining the structure of the Department of Speech in its first year as an autonomous department is essential in order to see how the department has grown and developed in the thirty-three years of its history.

Organization. There were no available records to indicate any formal structure except that the work seemed to be classified into three areas -- Public Speaking, Dramatics, and Phonetics. According to Professor Wiley, Victor A. Ketcham, who served as chairman and head of public speaking, usually consulted Professor Miller, who was in charge of dramatics, and Professor Russell, who was in charge of phonetics, before any major decisions of the department were made.

Faculty. The first faculty of eleven members was composed of three professors, two assistant professors, five instructors and one assistant. The college bulletin lists Victor A. Ketcham, Earl W. Wiley, Bert Emsley, Donald W. Riley, Frances E. Jones and C. Emory Glander teaching courses in public speaking; G. Oscar Russell, Marie K. Mason and Jack C. Cotton working with phonetics; and Herman A. Miller handling the courses and activities in dramatics.

Curriculum. The college bulletins and catalogues for the 1936-1937 academic year continued to list the courses of instruction in three areas as it had in the past; however, the courses were now a part of the Department of Speech rather than a part of the Department of English and the Division of Phonetics. The following twenty-one courses appeared in the 1936-1937 catalogue:

Public Speaking

401.	Principles and Practice of Public Speaking	5
402.	Argumentation	5
459.	Principles and Practice of Oral Reading	3
501.	Business and Professional Speaking	3
610.	Advanced Debate Practice	5
625.	The Forms of Public Address	5
651.	Special Problems in the Theory of Public Speaking	5

Phonetics

401.	Elements of Speech	5
407.	General Phonetics: Practical	5
413.	English Diction and Voice Hygiene	5
503.	General Phonetics: Physiological	5
604.	Clinical Practice in Speech Correction	5
605.	Standard American Pronunciation	5
606.	Lip-reading Techniques	5
700.	Human Speech: Minor Research	3-5
950.	Research in Phonetics	

English (Dramatics)

680.	Influence of Theater on Drama	3
682.	Playwriting	5
685.	Stagecraft	5
686.	Stage Direction	5
687.	Play Production	5

Enrollment. Figures for 1936-1937 show a total of 1,353 students enrolled in the Department of Speech. Since the creation of the department did not actually become effective until October 1, 1936, the total number enrolled would be 1,278, excluding the summer quarter. The following figures taken from the Sixty-Seventh Annual Report of the Board of Trustees indicate that Public Speaking 401 (Principles and Practice of Public Speaking), Public Speaking 459 (Principles and Practice of Oral Reading), Phonetics 401 (Elements of Speech), Public Speaking 402 (Argumentation) and Phonetics 700 (Human Speech: Minor Research) had the largest enrollments:

<u>English (Dramatics)</u>	Summer	Autumn	Winter	Spring
680				18
682		--		
685		18		
686			19	
687				17
885			5	
<u>Phonetics</u>				
401		65	58	68
407			33	
413				45
503		21		
604		9		
605			8	
606				21
700		11	17	23
950		5	5	3
<u>Public Speaking</u>				
401	33	160	198	288
402		16	13	25
459	42	23	34	
501		--		
510				27
610		5	6	
625				10
651				4

Budget. Expenditures of the Department of Speech during its first year were recorded in the Financial Report of The Ohio State University for the fiscal year beginning July 1, 1936, and ending June 30, 1937. Expenditures for the year were: \$24,942.00 for salaries, \$3,317.87 for expenses, and \$809.46 for equipment making a total of \$29,069.33.

II. The Second Year Through 1945

Curriculum. Following this first year the curriculum was greatly revised, and English prerequisites were no longer required. Up until this time, beginning English courses in composition were prerequisites to almost all courses in Speech. Courses in radio speaking appeared for the first time.

The courses listed in the 1937-1938 catalogue were:

401.	Principles and Practice of Effective Speaking I.	5
402.	Principles and Practice of Effective Speaking II.	5
410.	Speech, Voice and Hearing I.	5
411.	Speech, Voice and Hearing II.	5
420.	Standard American Speech: Grammar.	1
421.	Standard American Speech: Idiomatic Usage.	1
422.	Standard American Speech: Pronunciation.	1
459.	Principles and Practice of Oral Reading.	3
470.	Argumentation	5
503.	General Phonetics: Physiological.	5
506.	Persuasion	3
510.	Radio Speaking	3
521.	Acting I	3
601.	The Forms of Public Address	5
604-605-606.	The Lecture	1
608.	Advanced Argumentation	3
610.	Advanced Debate	5
614.	Advanced Oral Interpretation.	5
618.	Historical American Phonetics	3
630.	General History of Speech and Rhetoric	3
633.	History of the Theatre	3
635.	Dramatic Criticism	3
637.	Playwriting	5
638.	Acting II	3
639.	Acting III	3
656.	Visual Hearing Techniques	5
660.	Stagecraft	5
664.	Stage Direction	5
665.	Play Production	5
667.	Play Analysis	3
692.	Clinical Practice in Speech Correction	5
694.	Speech Disorders Survey	5
700.	Minor Problems in Speech	3-5
811.	Survey of Experimental Techniques	5
816.	Speech Pathology	5
824.	Pronunciation Norms	5
844.	Theatrical Art	5
850.	The Little Theatre	5
870.	Studies in Ancient and Modern Rhetoric	3
881-882-883.	Studies in the Nature and Structure of Oral Words	2
950.	Research in Speech	

In addition to courses under the Department of Speech, "The Teaching of Dramatics," listed in the College of Education as Education 673, was offered until 1938.

The curriculum remained the same until 1940-1941 when two revisions were made and three courses were added. Speech 638, Acting I, and Speech 639, Acting II, were changed to 500 level courses; Speech 638 became 522 and Speech 639 became 523. The three added courses to the speech program were:

Speech 515.	Radio Drama	3
Speech 504.	Speech Functions and Responsibilities of the Teacher	3
Fine Arts 557.	Puppetry	5

In 1941-1942, Speech 459, Principles and Practice of Oral Reading, was deleted.

Revisions in theatre courses were the major changes for 1942-1943. Speech 660, 664, 665 and 667--Stagecraft, Stage Direction, Play Production and Play Analysis --were dropped. Substitutions for these courses were:

541.	Stagecraft I (This course was the same as Fine Arts 539, Stagecraft and Design)	3
542.	Stagecraft II	3
642.	Stagecraft III	3
645.	Stage Direction I	3
646.	Stage Direction II	3
647.	Stage Direction III	3

Also, Speech 657, Hearing and Speech--a five-hour course--was added, and the Series Speech 604-605-606, The Lecture, was dropped. No changes were made from 1943 to 1945.

Enrollments. The first four years of the Speech Department saw enrollments steadily grow as new courses were added to the speech curriculum and as over-all University enrollments increased. The number of students taking

speech courses more than doubled from the autumn of 1936 to the spring of 1940. However, after reaching a high of 726 in the spring of 1940, enrollments began a steady decline due to the approach of United States involvement in World War II. By the winter quarter of 1944 enrollments had been cut in half. As the end of the war approached, enrollments once again began to climb, but it was not until 1946, when University registration lines were filled with veterans, that the department began to grow by leaps and bounds. For a more detailed listing of Speech Department enrollments see Appendix V.

Expenditures. In our society progress or lack of progress is often determined by the amount of funds available. Progress made in education is no exception to this. The amount of money allocated to the Department of Speech each year seems to correlate with its progress. A Financial Report of The Ohio State University is published annually showing expenditures for each fiscal year beginning July 1 and ending June 30. This report indicates that between the years 1937 and 1945 the expenditures remained nearly constant at about \$43,000.00 per year. Expenditures for the first year held at a mere \$29,069.33, while expenditures after the war climbed to \$200,000. In analyzing the Financial Report, it appears that the most important single factor in determining expenditures is salaries; since the department did not increase in size until after the war, the expenditures did not significantly increase. For a more detailed listing of expenditures see Appendix VI.

Speech Activities and Organizations. During the early years of the speech department, the most publicized and popular extra-curricular activities centered around the dramatic arts. The two groups receiving the greatest

attention seem to have been the "Strollers" and the Browning Society.

In 1936 when the Speech Department was created, the Strollers, who had formerly been associated academically with the "dramatics department"

(actually no such department existed formally), became completely

³autonomous. The Browning Society continued in popularity, presenting its traditional Shakespearian plays annually in the Mirror Lake Amphitheatre.

Other dramatic organizations which were active during this period included the Hillel Players, Scarlet Mask, Quadrangle Jesters, and the WOSU Players. The Hillel Players, who were organized in 1925, were sponsored by the campus Jewish religious organization, the Hillel Foundation. The Scarlet Mask, organized in 1938, was a men's organization, which annually presented a musical comedy. Membership was limited, and being selected for active membership was considered an honor; perhaps this was the Buckeyes' answer to Princeton's Triangle Club. In the same vein as the Scarlet Mask was the Quadrangle Jesters, a dramatic group formed by men of the Engineering School. This group, whose original audience was limited to campus engineers, extended its outreach to the entire campus, and in 1943 the Quadrangle ⁴Jesters took their show to the servicemen at Lockbourne Air Base. With the growing popularity of radio, drama found a new audience. Not only did the Strollers begin to produce weekly radio plays (1936-1937), but an entirely new group was formed, the WOSU Players. Founded in 1927, the WOSU Players ⁵was "one of the oldest radio drama groups in the nation." The stated purpose of the Players was to provide "practical training and experience in radio drama, namely, casting, directing, script writing, sound effects, and ⁶announcing.

Outside of dramatics, perhaps the most well-publicized organization was the Forum, which was established in 1914. The club's purpose was to foster interest in public speaking and debate, and its "speakers bureau" sought to "secure speaking appointments for all of the members."⁷ The Forum also sponsored such activities as political forums, radio forums, Lincoln's Day Banquet, Ohio Student Conference on Public Affairs, entertainment for visiting varsity debaters, mock presidential nominating conventions, intramural debating, and tall stories contests. Professor Earl Wiley has stated that during this period, the Forum did more to create a favorable impression of the Speech Department than any other school⁸ organization. Besides sponsoring a dramatic group, the Hillel Foundation also sponsored a debating team which was quite active during this period.

The Ohio High School Speech League (originally the Ohio High School Debate League) though not a part of the University was none the less closely connected with the Speech Department. The directors of the Speech League, who were appointed by the Chairman of the University Speech Department, included Professors Donald W. Riley, James Carrell, and Walter Emery.

Faculty and Administration: 1936-1945

Professor Ketcham served as Chairman from 1936 until his resignation in 1943. He continued to serve as director of the Public Speaking area until that time. Professor Herman Miller and G. Oscar Russell served as directors of Dramatics and Phonetics respectively until Miller's resignation in 1939 and Russell's resignation in 1941. During the early Forties, Chairman Ketcham was in great demand as a speaker, and hence much of his time was spent touring the country with his famous lectures on "Seven Doors to the Mind." While Professor Ketcham was involved in speaking engagements away from school, Professor Earl Wiley informally assumed many of the administrative duties. No special committees existed, and much of the business was transacted orally and very informally among department members. In the autumn of 1943, when Victor Ketcham resigned, Wiley formally assumed the administrative duties as Acting Chairman

The new Department of Speech sought personnel from both inside and outside of the University. Many appointments were issued to individuals who had previously been employed by other Ohio State University departments such as English, Physics, Romance Languages, and Education. The faculty serving the speech department for the first decade included: Eugene Bahn, Assistant Professor; James Carrell, Assistant Professor; Jack Cotton, Instructor; Harold Dubner, Instructor; Walter Emery, Assistant Professor; Bert Emsley, Assistant Professor; William Ewing, Assistant Professor; C. Emory Glander, Assistant Professor; Frances Jones, Instructor; Marie Mason, Assistant Professor; Herman Miller, Assistant Professor; Elbert Moses, Assistant Professor; Donald Riley, Instructor; George Russell, Professor; Virginia Sanderson, Professor of Speech Education; Claude Sifritt, Instructor; and William Timmons, Assistant Professor. For more detailed information regarding

each member see Appendix II.

CHAPTER II FOOTNOTES

1

Ohio State University Bulletin for 1936-1937.

2

Sixty-seventh Annual Report of the Board of Trustees for the year ending June 30, 1937, p. 191.

3

Makio, 1936, p. 151

4

Makio, 1943, p. 347.

5

Makio, 1942, p. 228.

6

Ibid.

7

Makio, 1939, p. 232.

8

Author's interview with Professor Wiley, April 10, 1969.

CHAPTER III
THE YEAGER ADMINISTRATION
1945-1968

THE SECOND CHAIRMAN

W. HAYES YEAGER

1945 - 1968



W. Hayes Yeager. A native of Ohio, W. Hayes Yeager received the Bachelor of Arts degree and the Master of Arts degree from Ohio State University in 1919 and 1926 respectively. He also studied at Columbia University, 1919-1920; at the University of Michigan during the summer of 1923; and at the University of Illinois, 1927-1928. In 1956, he was awarded the L.L.D. degree by Morris Harvey College of Charleston, West Virginia.

His teaching career began with high school work in Mingo Junction, Ohio, and Parkersburg, West Virginia. In 1923 he became Instructor in English at The Ohio State University where he remained until 1927. He left Ohio State to serve as an associate in English at the University of Illinois and during the 1928-1929 academic year was acting head of the speech division there. In 1929 he became Depew Professor of Public Speaking and executive officer of the speech department at George Washington University, a position which he held until 1945, when he returned to his alma mater to serve as Chairman of The Ohio State University Department of Speech.

During the 1942-1943 and 1943-1944 academic years, Professor Yeager acted as director of the National Discussion Contest on Inter-American Affairs, sponsored by the Office of Coordinator of Inter-American Affairs and conducted under the auspices of the American Council on Education. He also served as consultant to the United States Air Force, Headquarters, Washington, D.C. from 1953-1956.

Professor Yeager is the author or co-author of numerous books and professional articles and a contributor to the World Book Encyclopedia.

Included among his publications are:

Chauncey Mitchell Depew -- The Orator. George Washington University Press, 1934.

Effective Speaking for Every Occasion. New York: Prentice-Hall, Inc., Second Edition, 1951.

"Wendell Phillips." This article was published as a chapter in a two-volume collection of studies, entitled History and Criticism of American Public Address, under the auspices of the Speech Association of America, McGraw-Hill Book Company, 1943.

"An Analysis of the Problem of Transportation in the United States." An article in American Railroads, The Thirteenth Annual Debate Handbook, 1939-1940.

Eastern Public Speaking Conference. Associate editor of the publication of the papers and addresses delivered at the Thirty-first annual meeting in Washington, D.C., on March 28, 29, 30, 1940. New York: H. W. Wilson Company, 1940.

English Communication, a Handbook of Writing and Speaking. Co-authored with Kendall B. Taft, John F. McDermott, and Dana O. Jensen, New York: Farrar and Rinehart, 1943.

Communication and Social Action. Annals American Academy of Political and Social Science, March, 1947. Co-editor with William E. Utterback.

Having met William P. Sanford when they were both serving as Instructors in English at Ohio State during the twenties, Professor Yeager and Professor Sanford began writing books together. Through their combined efforts, they have published the following books:

Successful Speaking, a high school textbook. New York: Thomas Nelson and Sons, 1927.

Principles of Effective Speaking, a college and university textbook. New York: Thomas Nelson and Sons, 1928. Sixth revised edition, New York: The Ronald Press Company, 1963.

Business and Professional Speaking. Chicago: A. W. Shaw Company, 1929.

Problems in Business and Professional Speaking. New York: McGraw-Hill Book Company, 1931.

Problems for Debate Practice. New York: Thomas Nelson and Sons, 1933.

Practical Business Speaking. New York: McGraw-Hill Book Company, 1937, Revised edition, 1952.

Business Speeches by Business Men. New York: McGraw-Hill Book Company, 1930.

Effective Business Speech. New York: McGraw-Hill Book Company, Fourth edition, 1960.

Active in numerous professional organizations, Dr. Yeager is a past president of the Speech Association of America, the Speech Association of the Eastern States and the Drama Guild of Washington, and has been a member of the Board of Governors of the Washington Civic Theater.

Professor Yeager's service as Chairman from 1945-1968 was instrumental in establishing the present outstanding academic position of the Ohio State University Department of Speech.

I. Period of Major Expansion

With the end of the war in 1945, college enrollments were again on the rise, more funds were available and the number of faculty members increased. At this turning point in the history of the Department of Speech, W. Hayes Yeager returned to his alma mater to become the second full-time chairman of the department.

In his annual report for the 1945-1946 academic year, President Howard L. Bevis commended Professor Yeager and the work of the Department of Speech:

Professor Hayes Yeager, completing his first year as Chairman of the Department of Speech, distinguished himself and the University by the progress he made toward building a genuinely outstanding Department which is attracting national attention. He assembled a staff of first class men and initiated a comprehensive program in all areas and on all levels, that would meet the needs of the University and the state and the region which it serves.¹

Professor Yeager refers to 1946 as the "year of the great migration,"² indicating the large turnover of staff that year. Through Professor Yeager, many eminent faculty members in the field of speech training and research were brought to Ohio State. Financial reports of the University indicate that expenditures of the department were more than doubled during the 1946-1947 fiscal year as compared with the preceding year. This was especially true in the area of salaries. Enrollment figures also began to increase steadily as the war years came to an end. President Bevis wrote the following evaluation of the Department of Speech for the year ending June 30, 1947:

The year 1946-1947 was one of continued reorganization and expansion. Course and staff needs in radio and in speech correction and hearing were carefully appraised. By the end of the year the Department had revised and greatly expanded its course offerings in these fields and had secured the services of several new staff members. Instruction in theater, which had been strengthened in the preceding year,³ continued to develop in a most satisfactory way.

The years 1948 through 1951, like those from 1945 to 1947, marked a period of major expansion in which the Ohio State University Department of Speech gained national recognition as one of the leading speech departments in America.

II. Structure of the Department.

During the period of major expansion the Department became more highly structured. A Vice-Chairman was appointed to aid the Chairman, and in 1948 the program was divided into five areas with a designated head for each area. The five areas were: General Speech; Public Address; Radio Programming; Phonetics, Speech Correction and Hearing Therapy, and Education of the Deaf; and Theatre. Departmental committees were established to carry out the work of the Department including: Executive Committee, Graduate Committee, Curriculum Committee, Library Committee, Building Committee, Flower Fund Committee, Speech Dinner Committee, Schedule of Events Committee, and Committee on Preparation and Distribution of Newsletter.'

Constant revision and reorganization have taken place in the structure of the Department. In 1958 the position of Vice Chairman was abolished and Administrative Assistants were appointed. Committees were revised to include:

Executive-Advisory Committee; Committee on Committees; Promotion and Tenure Committee; Undergraduate Committee; Graduate Committee; Research Committee; Public Information Committee; Library Committee; and Junior Staff Advisory Committee. The five "areas," however, remained essentially the same until a complete reorganization of the Department occurred in 1965. Immediately preceding the reorganization, Franklin Knowler headed the General Speech Area, Harold Harding the Public Address Area, Harrison Summers the Radio and Television Programming Area, John Black the Speech and Hearing Science Area, and Roy Bowen the Theatre Area. Previous heads of the Theatre Area were John McDowell, W. Hayes Yeager, and John Dietrich, and the Public Address Area were William Utterback and Earl Wiley. Delyte Morris had served as head of Speech and Hearing.

The Department reorganization in 1965 reduced the "Areas" to three-- Communications, Speech and Hearing Science, and Theatre. The Communications Area was headed by Keith Brooks, Speech and Hearing Science by John Black, and Theatre by Roy Bowen. On the faculty level, the term "general speech" was changed to "general communication." One departmental committee, the Junior Staff Advisory Committee, was abolished; all others remained essentially the same.

The following organizational charts give an overview of the changing structure of the Department of Speech and are followed by summaries of the duties and functions of the Chairman, Administrative Assistant, each of the five areas and their respective heads, the departmental committees, the Ohio High School Speech League, the Summer Center of Communicative Arts, and the modified three areas since 1965.

• • •

DEPARTMENT OF SPEECH

CHAIRMAN

Vice Chairman 1948-1958

Administrative Assistants
1958-1965

A R E A H E A D S

Director
Ohio High School Speech League

**General
Speech**

**Public
Address**

Radio and Television Programming

**Speech and
Hearing
Science**

Theatre

Director
Summer Center of Communicative Arts

**General
Speech
Faculty**

Public
Address
Faculty

Radio and TV
Programming
Faculty

**Speech and
Hearing
Faculty**

**Theatre
Faculty**

```
graph TD; A[Speech Faculty] --> B[General Speech Faculty]; A --> C[Public Address Faculty]; A --> D[Radio and TV Programming Faculty]; A --> E[Speech and Hearing Faculty]; A --> F[Theatre Faculty]
```

Under-graduate Committee

**Graduate
Committee**

**Research
Committee**

Public
Information
Committee

Library
Committee

Junior
Staff
Advisory

Committee
on
Committees

**Executive-
Advisory
Committee**

Promotion
and Tenure
Committee

DEPARTMENTAL COMMITTEES

DEPARTMENT OF SPEECH 1965 - 1968

CHAIRMAN

Administrative Assistant

Director

Ohio High
School Speech
League

AREA HEADS

Speech and
Hearing
Science

Communications

Theatre

Director

Summer Center of
Communicative
Arts

Speech and
Hearing
Faculty

General
Communication
Faculty

Public
Address
Faculty

Radio and TV
Faculty

Theatre
Faculty

SPEECH FACULTY

Under-
graduate
Committee

Graduate
Committee

Research
Committee

Public
Information
Committee

Library
Committee

Committee
on
Committees

Executive-
Advisory
Committee

Promotion
and Tenure
Committee

DEPARTMENTAL COMMITTEES

Administrative Assistant

Administrative Assistants were first appointed in 1958 when the position of Vice Chairman was abolished. They were as follows: Keith Brooks, Academic Affairs; Richard Mall, Public Affairs. Brooks continued in this role until becoming Chairman of the Department in 1968.

Areas And Their Functions

The College of Arts and Sciences Bulletin for 1963-1964 observed that the program in Speech;

is devoted to the study of communication: its principles, its techniques, its problems, its results. The study involves the communicator (speaker, actor, reader, writer), the message (written or oral), the communicatee (group, individual, self) and the environment in which communication takes place...The program is designed to increase the student's knowledge of communication, to develop an understanding of himself and others as communicators, to make him conscious of the responsibility and potential impact of communication on society, and to heighten his competence in communicating with others and in assisting others to communicate more effectively.⁴

The approach to these concerns, as we have seen, was given emphasis through five different areas of study: General Speech, Public Address, Radio and Television Programming, Speech and Hearing Science, and Theatre.

General Speech. The area of General Speech was organized to provide students the "widest possible base for an undergraduate or graduate program in Speech. The program emphasized study and research on the fundamental processes and principles of speech and areas of application such as interpretation, education, persuasion, and labor and management." There was a special emphasis in the area on psychological studies of communication behaviors, research design, method and quantitative analysis.⁵

Public Address. The program in Public Address was considered useful to any person who would need to communicate orally with others. Study in this discipline was particularly recommended for students planning to enter the professions of teaching, the law, the ministry, public service, social administration, public relations, and business administration. The courses in rhetorical theory and the history of public address were designed to provide cultural value to students.

Radio and Television Programming. The area of Radio and Television Programming aimed to provide a variety of courses dealing with programming aspects of radio and television, including work in announcing, writing, production, and the planning and development of effective programs. The curriculum was planned to provide training not only for students who wished to go into radio and television professionally as announcers, program directors, writers, conductors of special interest programs and the like, but it was also designed for those who were interested in radio and television but did not plan to enter the field. This increased interest in broadcasting was generated as radio and television became extensively used as a means of communication: the work of educators, social workers, home economists, county agricultural agents, lawyers, civic leaders and many others often called for training in the preparation and presentation of radio and television materials.

Speech and Hearing Science. According to a report given to the Executive Committee of the Department, the Speech and Hearing Science area:

works with the evaluation of children's speech, the evaluation of children's hearing, the remediation of children's speech and hearing, the assessment and training of adult students' speech and hearing. Work with individuals beyond the age of a university student usually relates to the fitting of a hearing aid, to auditory training, to re-training the speech following a stroke, or training for continued speech after the removal of the larynx.

Apart from clinical applications, work in Speech and Hearing Science includes an aspect of a communication that is frequently called voice communication, the salient feature of which is intelligibility or the saying and hearing of identifiable speech signals. This interest in speech places a premium upon the laboratory techniques of experimental phonetics, upon physical dimensions of the stimulus, psychophysical procedures for eliciting responses, and statistical treatments of the responses. These approaches are sufficiently rewarding in the description of normal speech that they are often extended both to sub-standard or clinical communication and to artistic speech.

The work described above is the subject of study in the classroom, laboratory, and clinic; is the subject of research, applied and pure, student research, and contract research; is the center of a clinical activity in both speech and hearing. Although the object of the clinical activity is training undergraduate and graduate students, the inevitable concomitant of the training program is a service to the citizens of Ohio.⁶

Theatre. The aims and objectives of the area of Theatre at Ohio State University were stated as follows:

To provide for our students a broad cultural background in theatre, both through courses and through our productions.

To provide for students at Ohio State University an appreciation of "what is good," in the theatre.

To encourage both staff members and students (graduate students in particular) to carry on research in theatre history, criticism, design, stagecraft, and audience analysis.

To prepare interested students for work as teachers of theatre for high schools and colleges, or as play directors and designer-technicians for high schools, colleges, community theatres and television stations.

To provide students interested in theatre with as much opportunity for practical experience in all phases of theatre production as available facilities and staff will permit.

Courses in theatre and the program of play productions were designed to meet the varying needs and interests of students to whom direct training was provided and also to those who were influenced as members of audiences in public performances.

Departmental Committees

The committee structure of the Department of Speech was significantly revised in 1962 to allow for wider faculty participation. The proposal, was prepared by Administrative Assistant Brooks, was approved by the faculty
8
during the Spring Quarter of 1962. It read as follows:

Committee on Committees: Appointed by the Chairman
Six members with no more than two coming from the rank of Professor. Rotation system: initially two members for one year, two members for two years, two members for three years; thereafter, two members each year for three-year terms.
Function: to prepare a slate of nominees from the faculty, in excess of the number to be elected, for each of the elected committees (additional nominations may be made from the floor) with the exception of the Junior Staff Advisory Council; to nominate at least two candidates for Secretary of the faculty; to periodically evaluate the committee structure of the Department.

Promotion and Tenure Committee: Appointed by the Chairman. **Function:** to advise the Chairman on policy and action pertinent to promotion and tenure of the faculty. In addition, the Chairman will consult individually with each member of the faculty in the candidate's area.

Undergraduate Committee: Elected. Six members. May be elected from all ranks of the faculty. Rotation system: initially two members for one year, two members for two years, two members for three years; thereafter, two members each year for three year terms. Function: to consider the undergraduate major program, the Honors and Individualized Study program; to review new course proposals open to undergraduate registration and consult with the Graduate Committee on those undergraduate courses open to graduate registration; to periodically review all matters relating to course offerings, degree requirements, and departmental policies affecting undergraduate students; and to make appropriate recommendations to the faculty.

Graduate Committee: Elected. Six members. To be elected from faculty approved by Graduate School for categories two and three. Rotation system. Function: to consider the graduate major program; to review new course proposals open to graduate registration and consult with the Undergraduate Committee on those graduate courses open to undergraduate registration; to establish graduate student committees; to periodically review all matters relating to course offering, degree requirements, and departmental policies affecting graduate students; and to make appropriate recommendations to the faculty.

Research Committee: Elected. Three members. Rotation system. Function: to stimulate and provide assistance to faculty members in research projects; to acquaint the faculty with existing Foundations; to assist in the preparation of research proposals; to establish priorities on projects requiring Departmental recommendation for reduction of teaching load and assigned research duty, and projects financed by the University through the Graduate School Development Fund or other source.

Public Information Committee: Elected. Six members. May be elected from all ranks of the faculty. Rotation system. Function: to keep the profession, the University community, and the general public informed about the Department.

Library Committee: Elected. Six members May be elected from all ranks of the faculty. Rotation. Function: to consider all problems related to the acquisition of books, availability of books, distribution of available funds, policy related to the library, and make appropriate recommendations to the faculty.

Executive-Advisory Committee: Elected and appointed. Seven members with four to be elected each year for a one-year term and three to be appointed by the Chairman for one-year terms. The Committee on Committees in making nominations will provide for representation from all areas. Function: to advise the Chairman on matters of Departmental policy; to act for the faculty when faculty meetings are not feasible.

Junior Staff Advisory Council: Elected. Ten members elected from among the instructors, assistant instructors, assistants, and graduate assistants in the Department with approximately two members from each of the five areas of the Department. All eligible for membership will assemble at an Autumn Quarter open meeting for the purpose of nominating and balloting for membership in the Council. Function: to prepare recommendations for consideration by the faculty of the Department on any matter connected with the instructional program in which the junior members of the staff are involved as members of the Department and upon such other matters as the Executive-Advisory Committee of the Department may place before it. A summary of each meeting will be prepared and distributed to the faculty and staff of the Department.

Ohio High School Speech League

The Ohio High School Speech League, formerly called the Ohio High School Debate League, began in 1928 with a membership of twenty-five Ohio high schools. It developed through request of a number of high school teachers and administrators. Professor Victor A. Ketcham, later the Chairman of the Department, had started work with high school debate teams in 1913. Numerous small leagues in the state conducted interschool debate activities; finally, around 1926, the teachers and officials asked that Ohio

State University, located in Columbus near the center of the state, act as a coordinator and center for speech contest work in Ohio High Schools.

The Ohio High School Speech League serves the high schools of the state by keeping member schools, teachers and principals informed of the "calendar of events" in Ohio through a "Newsletter" prepared by the director and his secretary; by collecting entry fees; by setting up district contest committees in the various areas of the state; and by conducting the state finals forensics contests and the state finals festivals at Ohio State University.

Evidence of the interest in the Ohio High School Speech League can be derived by comparing the membership of twenty-five schools in 1928 to the membership of three hundred schools in the late 1960's.

Directors appointed by the Chairman of the Department of Speech who have helped maintain the interest in the Ohio High School Speech League have included Earl W. Wiley, Donald Riley, Walter B. Emery, Jack Cullen, Robert Dunham, Paul Carmack, James Gibson, Roland G. Eakins, Philip Gray, Kathryn T. Schoen, Jerry D. Reynolds, and Floyd E. Merritt (1968-1969).

Summer Center Of Communicative Arts

The Summer Center of Communicative Arts, sponsored by the Department of Speech of The Ohio State University, is a summer program designed to teach the principles of and give practical experience in the arts of communication to selected advanced high school students.

The aims and objectives of the program, as set forth in the "Progress Report of the First Annual Summer Center of Communicative Arts," are:

To increase the number and quality of undergraduate Speech majors at The Ohio State University.

To call attention to the fact that The Ohio State University Department of Speech is a recognized center for the study of communication.

To utilize the staff and equipment of the Department of Speech on a year-round basis.

To provide a Community Service to Ohio high schools by giving instruction to (1) students who have outgrown the Speech training available in their high schools, and to (2) students who have no opportunity locally to receive basic training in Speech.

To provide an opportunity for high school students to encounter a supervised college environment prior to entrance.

To provide an opportunity for talented high school students to develop their effectiveness in communication through personal association and study with university faculty members.¹⁰

The Summer Center of Communicative Arts, established in the summer of 1960, was developed from another program started three years earlier. In 1957 the Department of Speech had started the Stadium Theatre High School Apprentice Program for students living in the Columbus area. After consideration of the merits and problems of the Apprentice Program during its first three years, the program was then expanded and in 1960 became a "department-wide" program for high school students throughout the United States.

Six weeks of instruction is given in the classroom, in the laboratory, and in practical experience situations in six divisions of the program: debate, radio-television, dance, theatre, general communication, and speech and hearing science.

Directors of the Summer Center of Communicative Arts have been Robert Kibler, Richard Rieke, David Smith, Robert Finney, and Harold Lawson.

Area Change in 1965

Of the three areas created by the reorganization, two-Speech and Hearing Science, and Theatre-remained essentially the same as far as purpose and general direction, though the curricula in both areas were considerably expanded, as indicated earlier. The Communications Area now included television, radio, interpretation, rhetoric, public address, and communicology. According to the 1967-1968 Bulletin the subject matter of the Communications Area was "approached as a social and behavioral science,¹¹ as a humane study, and as an aesthetic act." The same Bulletin outlined the following six objectives of the communications program:

1. To promote a broad understanding of the concepts and principles of communication.
2. To relate concepts and principles to a wide variety of communications situations and media.
3. To heighten competence in a variety of communications situations.
4. To provide standards for the evaluation and measurement of the many forms of communicative acts and their effects upon society.
5. To introduce research techniques and methodologies appropriate to a variety of communication situations and media.
6. To contribute to the liberal education of students.¹²

The three areas created in 1965 remained in tact until 1968 when Theatre became a separate division. At this time, W. Hayes Yeager retired and Keith Brooks assumed administrative duties as Chairman. The new organization of the Department is described in Chapter Four.

IV. Faculty

Perhaps the greatest contribution made by Chairman Yeager involved his ability to attract the highest caliber of speech scholars to Ohio State. A year after assuming his post, he had hired such outstanding professors as Harold F. Harding, Franklin H. Knower, Charles J. McGaw, Delyte W. Morris, Everett M. Schreck, Harrison B. Summers, and William E. Utterback. This process of building a nationally recognized Speech Department continued throughout Professor Yeager's administration. Among those who were hired as full professors (from other institutions) were: John W. Black (1949), John Dietrich (1955), Jack Douglas (1967), James L. Golden (1966), and Bernard Schlanger (1962). Many other talented teachers and scholars were also hired as instructors, assistant professors, and associate professors. Most of these individuals received promotions while at Ohio State, and many won national recognition in the speech area. For a more complete list of faculty members during this period see Appendix II.

V. Curriculum

In 1945-1946 Education 675, The Teaching of Speech, was offered as a 5 hour course. Earlier it was a 3 hour subject called Spoken English: Teachers' Course.

The Department of Speech revised and greatly expanded its course offerings for the years 1946-1947 and for 1947-1948. The courses added in 1946-1947 were:

501.	Principles of Effective Speaking	3
543.	Stagecraft	3
	(Speech 642 became 543 in order that 541-542-543, Stagecraft, could form a series.)	
603.	Group Thinking and Conference Leadership	5
620.	Rhetorical Theory	5

631-632.	History of the Theatre	3
636.	Theatrical Criticism	3
	(Speech 635 was changed in title from Dramatic Criticism to Theatrical Criticism; 635-636 then formed a series.)	
641.	Theatrical Costuming	5
643.	Children's Theatre	3
644.	Experimental Theatre	3
648-649-650.	Playwriting	3
680.	Anatomy, Physiology, and Pathology of the Ear and Vocal Mechanisms	5
721.	Survey and Analysis of Legal Speaking	3
722.	Survey and Analysis of Occasional Speaking	3
723.	Survey and Analysis of Legislative Speaking	3
740.	Theatre Organization and Management	5
780.	Audiometry	3
820.	Seminar in Public Address	3-5
870.	Seminar in Theatre	3-5
Physics 645.	Acoustics for Students of Music and Speech	3

The courses dropped in 1946-1947 were:

630.	General History of Speech and Rhetoric	3
637.	Playwriting	5
	(Changed to Speech 648-649-650, Playwriting.)	
642.	Stagecraft III	3
	(Changed to Speech 543 to form the 541-542-543 series.)	
844.	Theatrical Art	5
850.	The Little Theater	5

Whereas, in 1946-1947, the instruction in theatre was strengthened,
courses in radio and speech and hearing were greatly expanded in 1947-1948.

Included among the courses revised and added were:

407.	Improving the Speaking Voice	3
410.	Personal Speech Improvement I	No credit
	(Revised from 410, Speech, Voice and Hearing I)	
411.	Personal Speech Improvement II	No credit
	(Revised from 411, Speech, Voice and Hearing II)	
505.	Oral Interpretation	5
	(Had previously been 614, Advanced Oral Interpretation)	

560.	Radio Speech (Replaced 510, Radio Speaking)	2
562.	The Radio Talk	3
565.	Radio Program Production	3
580.	Bases of Speech Production	5
585.	Introduction to Phonetics (Combination of Speech 503 and 618.)	3
590.	Speech Development in Children	3
617.	Problems of American Phonetics	3
620.	Ancient Rhetorical Theory (Title of the course had been Rhetorical Theory and five hours of credit had been given for it.)	3
654.	Radio Writing	5
661.	Radio Laboratory Practice	1-5
677.	Anatomy, Physiology and Pathology of the Ear and Vocal Mechanisms (Changed in course number from 680 to 677.)	5
678.	Hearing and Speech	3
682.	Hearing Conservation and Pathology	3
683.	Lip Reading	3
684.	Lip Reading Clinic	3
686.	Visual Hearing Techniques (Changed in number from 656 and in hours from 5 to 2)	2
688.	Audiometry and Hearing Aids (Course number had been 780.)	3
690.	The Pre-School Deaf Child	3
695.	Voice and Articulation Disorders	3
697.	Clinical Practice in Speech Correction	3
698.	Clinical Practice in Speech Correction (Speech 692 was divided into 2 courses, 697 and 698. Instead of a five hour course it was changed to two 3 hour courses.)	3
705.	Areas and Techniques of Research in Speech	3
778.	Experimental Phonetics	5
781.	Curricular and Instructional Adjustment for the Deaf Child	3
785.	Advanced Clinical Practice in Speech Correction, Lip Reading, or Instruction of the Deaf	3-15
877.	Speech Pathology	3
880.	Seminar in Phonetics, Speech Correction, Speech Pathology, Hearing	3-5
Psychology 632.	Psychology of Speech	3
Psychology 633.	Psychology of the Audience	2
Psychology 704.	Tests and Measurements in Speech Education	3
Education 668.	Methods and Techniques in Speech and Hearing Therapy.	5

Courses dropped during the 1947-1948 expansion were:

420-421-422.	Standard American Speech	1
503.	General Phonetics: Physiological	5
510.	Radio Speaking (Changed to Speech 560.)	5
515.	Radio Drama	5
608.	Advanced Argumentation	3
614.	Advanced Oral Interpretation (Changed to 505; there had been no beginning course in Oral Interpretation for several years.)	5
618.	Historical American Phonetics	3
656.	Visual Hearing Technique (Changed to 686 and became a 2 hour course.)	5
680.	Anatomy, Physiology and Pathology of the Ear and Vocal Mechanisms (Changed number to 677.)	5
692.	Clinical Practice in Speech Correction (Changed to Speech 697-698.)	5
780.	Audiometry (Changed to 688.)	3
811.	Survey of Experimental Techniques	5
816.	Speech Pathology	5
824.	Pronunciation Norms	5
870.	Studies in Ancient and Modern Rhetoric	3

1948-1949 was the first year that the college bulletins and catalogues described the five areas: Public Address; Theatre; Radio Programming; Phonetics, Speech Correction and Hearing Therapy, and Education of the Deaf; and General Speech. The titles of these areas were later changed to: Public Address, Theatre, Radio and Television Programming, Speech and Hearing Science, and General Communication.

Changes in courses for 1948-1949 included these additions:

621.	English Rhetorical Theory	3
623.	British Orators	3
624.	American Oratory	3
652.	Radio Programs and Audiences	3

670.	Radio Program Planning	2
760.	Radio Program Policies	2
860.	Seminar in Radio Programming	3-5
Education 800U.	Seminar in Speech Education	3-5

In the same year there were several deletions:

657.	Hearing and Speech	5
	(Speech 678 has the same title.)	
721-722-723.	Survey and Analysis of Legal Speaking, Occasional Speaking, and Legislative Speaking. (These studies are covered in 820, Seminar in Public Address.)	3

The courses added to the curriculum in 1949-1950 were:

511.	Parliamentary Law	2
517.	Advanced Voice and Diction	3
658.	Radio Program Production	3
	(This course had been Speech 565.)	
696.	Speech Pathology II	3

The two courses dropped during that same year were:

407.	Improving the Speaking Voice	3
565.	Radio Program Production	3
	(Became Speech 658.)	

Quite a few changes were made in the Theatre area for 1950-1951.

Additional courses were:

405.	Speech for International Students	No credit
525.	Stage Make-up	1
541.	Elementary Stagecraft	3
	(Speech 542-543 were dropped from the series.)	
627.	Advanced Stagecraft	5
628.	Stage Design	3
629.	Stage Lighting	3
635.	Theatrical Criticism	5
	(Changed from the 635-636 series of two 3-hour courses to one 5-hour course.)	
646.	Stage Direction II	5
	(Dropped 647, changed 646 from a 3 to a 5 hour.)	
648.	Playwriting	5
	(Dropped the series 649-650, changed from a 3 hour to a five hour.)	

672.	Television Programs (This marks the first course offered in television.)	3
------	---	---

The deletions for 1950-1951 were theatre courses:

542-543.	Stagecraft. (Changed to 627, Advanced Stagecraft.)	3
636.	Theatrical Criticism (Changed to Speech 635 and became a 5 hour.)	3
647.	Stage Direction III	3
649-650.	Playwriting (These two courses combined to form 648, a 5 hour.)	3

Few changes took place from 1951 to 1953. The one course added in 1951-1952 was Speech 663, Advanced Radio and Television Writing for three hours of credit. The course added in 1952-1953 was Speech 899, Inter-departmental Seminar.

By the 1953-1954 academic year television had gained a strong foothold in the American society and in college curricula as well. The area of Radio Programming became the area of Radio and Television Programming. Numerous other changes also took place in the curriculum that year. Additions and revisions included:

417.	Voice and Diction (Replaced Speech 411.)	2
430.	Introduction to Theatre	3
517.	Voice and Diction for the Professional Speaker (The title of this course had previously been Advanced Voice and Diction.)	3
545.	Play Production	3
565.	Radio Program Production (Number of the course was changed from 658.)	3
566.	Radio Laboratory Practice	1
A.	Forensic Activities	1
B.	Theatre Arts (Speech A and B were designed to give students credit for participation in forensic and theatre activities.)	

646.	Stage Direction (Title was previously Stage Direction II, but 645, Stage Direction I, was dropped.)	5
651.	Modern Theatre Styles	3
666.	Advanced Radio Production Directing	3
735.	Theatrical Criticism (Had formerly been 635.)	5
743.	Children's Theatre (Had formerly been 643.)	3
745.	Advanced Theatre Direction and Production	5
764.	Writing for Television	3
765.	Television Production and Directing	3
766.	Advanced Television Production and Directing	3

Courses which were dropped for the 1953-1954 academic year were:

411.	Voice and Diction (Replaced by 417 for 2 hours credit.)	No credit
523.	Acting III	3
628.	Stage Design	3
635.	Theatrical Criticism (Changed to 735.)	5
643.	Children's Theatre (Changed to 743.)	3
644.	Experimental Theatre	3
645.	Stage Direction I (Stage Direction I and Stage Direction II were combined into one five hour course, 646.)	3
658.	Radio Program Production (Changed to 565.)	3
661.	Radio Laboratory Practice (Changed to 566.)	1
663.	Advanced Radio and Television Writing	3

The changes for 1954-1955 included these additions:

416.	Introduction to Speech	2
508.	The Speech Situation	2
509.	Personal Speech Effectiveness	2
710.	Contemporary Speeches	3

The following revisions in course offerings also occurred:

652.	Broadcast Programs and Audiences (Title had been Radio Programs and Audiences)	3
670.	Radio and Television Program Planning (Title had been Radio Program Planning.)	2

881. Seminar in the Nature of Oral Language 1-4
 (This had previously been a series 881-882-883,
 Studies in the Nature and Structure of Oral Words)

Not only were courses added and revised but some were deleted. These included:

517. Voice and Diction for the Professional Speaker 3
 562. The Radio Talk 3
 686. Visual and Mechanical Techniques in Speech Reading 2
 882-883. Studies in the Nature and Structure of Oral Words 2
 (Changed to 881.)

Four new courses were developed at the beginning of the 1955-1956 academic year:

- 571-572. Radio and Television Program Departments 1
 768. Television Scenery and Design 1
 Education 627. The Teaching of Speech in Secondary Schools 3
 Education 628. The Teaching of Dramatics, Oral Interpretation 3
 and Choral Speaking in Secondary Schools

Education 675, The Teaching of Speech, was dropped when Education 627 and 628 were developed.

Changes for 1956-1957 brought forth three courses:

626. Advanced Acting 3
 Education 612. Methods in Speech and Hearing Therapy I 3
 Education 613. Methods in Speech and Hearing Therapy II. 3

The two courses which were dropped for 1956-1957 were:

648. Playwriting 5
 Education 668. Methods and Techniques in Speech and 5
 Hearing Therapy
 (Replaced by Education 612 and 613.)

Also for 1956-1957 the title of Physics 645, Acoustics for Students of Music and Speech, was changed to Descriptive Acoustics.

Speech 401 and 402 have remained basically the same in course description since the Department was first organized; however, the titles of the courses were changed in 1957-1958 from Principles and Practice of Effective Speaking I and II to Effective Speaking for 401 and Group Discussion for 402. Speech 666, Advanced Radio Production Directing, was dropped in 1957-1958.

The only revision made in 1958-1959 in courses dealing with speech education was changing the title of Education 628 from The Teaching of Dramatics, Oral Interpretation and Choral Speaking in Secondary Schools to the Teaching of Dramatics, Oral Interpretation and Broadcasting in Secondary Schools.

The two revisions for 1959-1960 were combining both 571 and 572, Radio and Television Program Departments, into 571 as a two hour course; and dropping 768, Television Scenery and Design.

No changes were made for 1960-1961 and in 1961-1962 the only revisions were in course titles. Education 613, Methods in Speech and Hearing Therapy II, was changed to Behavioral Aspects of Language Disabilities; Education 628 was changed from The Teaching of Dramatics, Oral Interpretation and Broadcasting in Secondary Schools to The Teaching of Dramatics, and Oral Interpretation in Secondary Schools.

During the 1962-1963 academic year, Speech 727, Period Scene Design, a three hour course was added to the curriculum.

The two courses added for the 1963-1964 academic year were Speech 502, Rhetoric of American Issues, a two hour course and Speech 741, Costume of Period Drama, a two hour course.

For the year 1964-1965 six entirely new courses were introduced, and two courses underwent considerable expansion. Of the two expanded courses, Speech 631, "History of the Theatre," a three hour course, became three courses designated by the same name and numbered 631, 632, and 633. Each course was for three hours. The other expanded course, Speech 697,

"Clinical Principles of Speech" was divided as follows:

697	Clinical Principles of Speech	U G	2-5
697A	Study of Theories and Practices in Speech Therapy for Vocal and Articulatory Disorders of Children and Adults	U G	3
697B	Principles, Methods, and Basic Tools in the Diagnosis and Appraisal of Children and Adults with Speech Disorders	U G	2

The six new courses added included:

425	Introduction to Radio and Television	U	2
502	Rhetoric of American Issues	U	3
689	Theories of Language Development of the Deaf	U G	3
693	Theories of Speech Development of the Deaf	U G	3
775	Hearing Aids and Auditory Training	U G	3
776	Hearing Aids and Auditory Training Practicum	U G	2-3

No course changes occurred in either 1965-1966 or 1966-1967. However, during this period a major reevaluation of the total offerings in the Department of Speech was undertaken. This two-year study, under the direction of Administrative Assistant Brooks, resulted in a major restructuring of the Department's curriculum and strengthened its claim for inclusion in the impending organization of the College of Social & Behavioral Sciences. A new numbering system was adopted by the University for the 1967-1968 academic year which categorized all courses from 000 to 999. The 000-999 courses were designated as non-credit courses except for certain seminars and colloquia;

100-299 courses were for undergraduate credit only; 300-499 courses were for undergraduate or professional credit; 500-599 courses were given undergraduate credit or graduate credit in another department; 600-799 courses provided either undergraduate or graduate credit; and 800-999 courses provided only graduate credit. All speech courses were recategorized according to the new numbering system. The following list indicates the old numbers followed by the new numbers (this list does not include newly added courses):

401...105 Principles of Effective Speaking	U 5
402...110 Group Discussion	U 5
405...035 American Speech for International Students	U 5
410...040 Personal Speech and Hearing Rehabilitation	U 0 or 3
416...201 Introduction to Speech	U 5
417...135 Voice and Diction	U 3
425...115 Broadcasting in America	U 3
430...165 Introduction to Theatre	U 5
470...305 Argumentation and Debate	U 5
502...217 Rhetoric of American Issues	U 5
504...235 Speech Functions and Responsibilities of the Teacher	U 3
505...221 Fundamentals of Oral Interpretation	U 5
506...225 Persuasive Communication	U 5
509...120 Training the Speaking Voice	U 3
511...125 Parliamentary Law	U 3
521...280 Acting Fundamentals	U 3
560...229 Television and Radio Performance	U 3
580...240 Bases of Oral Communication	U 3
585...245 Principles of Phonetics	U 3
590...250 The Development of Speech and Language in Children	U 3
A...205 Communication Co-Curricular Activities	U 1
B...265 Theatre Co-Curricular Activities	U 1
601...505 Forms of Public Address	UG 5
617...852 Advanced Study of American Phonetics	G 3-5
626... 780 Advanced Acting Theory	UG 3
631...671 History of the Theatre	UG 3
632...672 History of the Theatre	UG 3
633...673 History of the Theatre	UG 3
651...770 Modern Theatre Styles	UG 3
677...440 Anatomy and Physiology of the Ear and Vocal Mechanisms	U 5

678...856	Speech and Hearing	G 5
682...540	Introduction to Audiology	U G 5
683...632	Visual Communication: Theories of Speech Reading	U G 3
688...636	Principles of Audiometry	U G 3
689...644	Theories of Language Development of the Deaf	U G 3
690...648	The Pre-School Deaf Child	U G 3
693...745	Theories of Speech Development of the Deaf	U G 3
694...550	Introduction to Speech Pathology	U G 3
695...640	Speech Pathology: Disorders Associated With Physical Anomalies	U G 5
696...652	Stuttering: Theories and Therapies	U G 5
697...656	Principles and Procedures for Appraisal and Treatment in Speech Pathology	U G 5
698...755	Beginning Practicum in Speech and Hearing	U G 3
700...693	Individual Studies in Speech	U G 1-5
705...890	Areas and Techniques of Research in Speech	G 3
735...875	Theatrical Criticism	G 5
743...565	Children's Theatre: Production and Direction	U G 5
745...865	Advanced Theatre Direction and Production	G 5
766...725	Creative Television Production and Direction	U G 3
775...735	Hearing Aids and Auditory Training	U G 3
778...832	Experimental Phonetics	G 5
781...840	Curricular and Instructional Adjustment for the Deaf Child	G 3
785...844	Advanced Practicum in Speech and Hearing	G 3-15
820...811	Seminar in History and Criticism of Public Address	G 3-5
840...970	Seminar in Theatre	G 2-5
860...821	Seminar in Television and Radio	G 3-5
877...848	Interdisciplinary Functioning in Disorders of Oral Communication	G 3
880...950	Seminar in Speech and Hearing Science	G 1-5
881...826	Seminars in Communication Behavior	G 3-5
899...899	Interdepartmental Seminar	
950...999	Research in Speech	

In addition to the courses with changed catalogue numbers, thirty-one new courses were also offered for the 1967-1968 year. These included:

209	Communication Theories and Models	U 3
213	Rhetoric in Western Thought	U 5
270	Stage Crafts	U 5
275	Art of the Theatre	U 3
285	Great Ages of the Theatre	U 5
315	Informative Communication	U 3
325	Freedom, Interdependence and Responsibility in Communication	U 3
365	Stage Arts I	U 5

410	Program Processes in Radio	U 4
420	Symbol Systems and Communication Behavior	U 3
465	Stage Arts II	U 5
510	Program Processes in Television	U G 5
515	Organizational Communication	U G 3
520	Communication and Social Behavior	U G 3
525	Broadcasting and Written Messages	U G 4
611	Advanced Oral Interpretation	U G 3
616	Communication in Decision-Making	U G 5
621	Theories of Rhetoric	U G 5
626	Broadcast Audience Analysis	U G 5
705	Principles of Rhetorical Criticism	U G 3
715	Broadcasting and the Public Interest	U G 3
783	Honors Course	U 3-15
794	Special Group Studies in Speech	U G 3-5
801	Aesthetics of Broadcast Communication	G 3
806	Advanced Studies in Television and Radio	G 3-5
816	Seminar in Rhetorical Theory	G 3-5
836	Disorders of Communication Associated with Neuropathologies	G 5
870	Bibliography in Theatre	G 3
880	Advanced Studies in Theatre	G 3-5
894	Special Group Studies in Speech	G 3-5
940	Advanced Studies in Speech and Hearing Science	G 3-5

Seminar Topics.

The following list represents some of the topics which have been included in graduate seminars of the Speech Department:

Speech 816 Seminar in Rhetorical Theory

Greek Rhetoric	Modern Rhetoric
Roman Rhetoric	
Medieval and Renaissance Rhetoric	
British Rhetoric	

Speech 820...811 Seminar in Public Address (Note: 820 included Rhetoric)

Rhetorical Theory
Speech Criticism
Occasional Speaking
Legal Speaking
Legislative Speaking
Group Thinking and Conference Leadership
Argumentation and Debate
The Rhetoric of Plato
The Rhetoric of Aristotle
British Eloquence

Quantitative Studies in Public Address
 The Rhetoric of Cicero
 Quintilian's Institutes of Oratory
 Non-political American Public Address
 Theories of Informative Speaking
 The Rhetoric of Quintilian
 Oratory on Slavery and Secession
 Quantitative Studies in Discussion
 Rhetoric of the 1960 Presidential Campaign
 New Rhetoric of Kenneth Burke
 British Reform Speaking
 Current Addresses of President Kennedy and
 Premier Khrushchev
 Classical to Medieval Orators
 Eighteenth Century British and Continental Speakers
 Colonial to Revolutionary America

Speech 840...970 Seminar in Theatre

History of the Theatre
 Theatrical Criticism
 Playwriting
 Theatrical Costume Design
 Childrens' Theatre
 Experimental Theatre
 Production
 Theatre Organization and Management
 The Educational Theatre: Theory and Practice
 The Development of Dramatic Art: Elizabethan through
 Eighteenth Century
 Restoration and Eighteenth Century Staging
 The Development of Dramatic Art: Classical
 through Renaissance
 Continental Scene Design
 Recent Developments in Technical Theatre
 Development of Dramatic Art: Nineteenth and
 Twentieth Century
 The Integration of Technical Elements in a
 Production
 Pioneers of the Modern Theatre: Designers
 The Educational Theatre Plant
 Pioneers of the Modern Theatre: Playwrights
 Renaissance Festivals, Pageants, and Ceremonials
 Traps, Sloates, and Bridges in the English and
 Continental Theatre
 Actor-Managers' Staging of Shakespeare
 The Epic Theatre Movement
 Pioneers of the Modern Theatre: Directors
 Late 19th Century and Early 20th Century European Theatre
 Development of Dramatic Art: Classic to Renaissance
 Trends in Theatre Decentralization
 Development of Dramatic Art: 17th and 18th Century

Modern Critical Theories of the Drama

Speech 860...821 Seminar in Radio and Television Programming

The Beginning Course in Radio and Television
 The Documentary Program on Television
 Audience Research Methods in Radio and Television
 Audience Promotion by Radio and Television Stations
 Trends in Network Television Programming since 1948
 Radio and TV Critics and Criticism
 Foreign Systems of Broadcasting
 Control of Programs and Program Content on TV Networks
 Broadcasting and Children
 Broadcasting Special Events
 Public Service Programs on Commercial Stations
 Controversy, Editorials and Political Broadcasting
 Changing Patterns in Radio Station Programming
 Operations and Programming of Educational Television
 Stations
 Self Regulation by Broadcasters
 Programming for Specialized Audiences
 History and Development of Television since 1946
 Changing Patterns in Television Dramatic Programs
 since 1948
 Influence of TV Programs on the Audience Image as
 Seen in Other Countries
 Organization of Instruction in Radio and Television
 in American Colleges and Universities
 Problems in Expanding the Local Station Audience
 Networks and American Television
 The Role of the Station Manager
 The Documentary in Broadcasting
 The Federal Communications Commission
 The Impact of Labor Unions in Television
 Religion and American Broadcasting

Speech 880...950 Seminar in Speech and Hearing Science

Experimental Techniques
 Speech Manifestations of Mental States
 Visible Speech, Technique and Applications
 Aphasia
 Stuttering
 Measurement and Use of Residual Hearing
 Speech of the Spastic
 Social Personal and Economic Adjustment of the Deaf
 Speech Development in Children
 Educational and Institutional Provision for the
 Hard-of-hearing and the Deaf
 Speech Problems of the Hard-of-Hearing

Speech Problems of the Deaf
 The Application of Psychophysical Techniques to
 Speech and Hearing
 Special Procedures of Speech and Hearing Therapy
 The Speech Manifestation of Facial, Maxillary,
 and Laryngeal Disturbance
 Study and Measurement of Effects of Noise
 Clinical Approach to Persons with Phonetic and
 Vocal Disorders
 An Analytical Study of Special Screening, Diagnostic,
 and Threshold Tests of Hearing
 The Design of Experiments in Speech and Hearing
 Behavioral Patterns Associated with Defective
 Hearing, Diagnosis and Treatment, Including
 Hearing Aids and Auditory Training
 Psychogenic Disorders of Speech
 Language and Acoustic Patterns of Deafness
 Speech Accompaniment of Disorders of the Central
 Nervous Systems
 Comparative Phonetics and Dialect
 A Study of Differential Diagnostic Procedure
 Applied to Children Who Are Delayed in Speech
 Development
 Instrumentation for Speech and Hearing Science
 Language Disorders of Brain-Damaged Persons
 Communicative Disorders of Adults
 Communication Functioning of the Mentally
 Retarded
 Acoustic Spectrography for the Deaf
 Speech Linguistics
 Basic Areas of Speech Pathology and Audiology:
 Acoustic Spectrography
 Language Disorders: Language Disorders in Children
 Speech Pathology: Management and Supervision
 Audiology: Pediatric Audiometry and Central Auditory Dysfunction
 Speech Pathology: Supervision and Direction of Programs in
 Speech Pathology
 Speech Pathology: Therapy Procedures with Mentally Retarded
 Children

Speech 881...826 Seminar in Communication Behavior
 Systems and Models for Communication Behavior
 General Semantics
 Research Design in Communication
 Psycho-linguistics
 Communication and Social Influence
 Comparative Communication
 Communication and Persuasion
 Experimental Studies in Communications
 The Creative Personality

This report of revisions in the speech curriculum, taken from college bulletins and catalogues, shows that the curriculum of twenty-one courses offered in 1936-1937 had been greatly expanded by 1967-1968. The years of greatest expansion and change seem to have been 1946-1947, 1947-1948, 1953-1954, and 1967-1968. The growth of the department had been steady since World War II.

VI. Enrollments.

Immediately after World War II, enrollments showed a marked increase. The University was now admitting both those students who would normally enter the University and veterans, whose education had been temporarily disrupted. The greatest increase occurred for the school year 1946-1947, in which enrollments more than doubled those of the previous year. The first actual jump in enrollments, however, had already showed up in the spring quarter of 1946 when enrollments were registered at 1,159 as compared to 676 for the preceding winter quarter. Enrollments continued to climb until 1948 when they gradually declined until 1952; this decrease can probably be explained by the United States involvement in the Korean War. Since 1952 enrollments again have steadily increased, with a slight irregularity recorded during the school years 1959-1960 and 1960-1961. The all-time high was recorded in the spring quarter of 1968 when enrollments reached 3,980.

The courses which maintained the highest enrollments during the first decade of the history of the Department were Speech 401, Principles and Practice of Public Speaking I and Speech 410, Speech, Voice and Hearing I. Speech 401 continued throughout the years to have the highest enrollment until around 1958 when the enrollment in Speech 430 (165), Introduction to Theatre began to grow markedly. In 1968 when Theatre left the Speech

Department, this course not only had the highest enrollment in the Department of Speech, but it had one of the largest enrollments of any course in the University as well. Introduction to Theatre was a very popular elective taken to fulfill humanities requirements. For more detailed information regarding enrollments for this period, see Appendix V.

VII. Expenditures.

Unlike the expenditures before 1945, the expenditures between 1945 and 1968 have shown steady growth. The fact that the expenditures for the 1967-1968 school year show an increase of almost twenty times the expenditures for 1945-1946 clearly reflects not only a growing national economy but also an expanding Speech Department at The Ohio State University. The only decreases in costs correspond roughly with the decreases in enrollments due to the Second World War and the Korean War; however the expenditure decreases are much less marked than the enrollment figures. Although costs for 1967-1968 did not reach the million-dollar mark, they came very close with \$972,357.07. For a more detailed list of expenditures for this period, see Appendix VI.

VIII. Graduate Research.

With the growing Department came a corresponding increase in the ^{graduate prog} expansion of upper-division and graduate courses, including the constantly changing seminar topics, enabled the Speech Department to accept more graduate students. Many of these students were the recipients of fellowships, assistantships, and associateships. By the end of the Yeager administration the quality and quantity of graduate work done in the Speech Department at Ohio State was nationally recognized. Between the years 1946-1967 four hundred and ninety-five master's theses and two hundred and fifty-three

doctoral dissertations had been written. For specific authors, titles, and dates of all graduate work see Appendix VII.

IX. The Separation of Theatre from Speech.

The official reorganization of the University took effect on January 1st of 1968. As early as the summer of 1967, Planning Committees were appointed by Vice-President Corbally to begin developing plans for four new colleges-- Arts, Physical Sciences and Mathematics, Humanities, and Social and Behavioral Sciences. The proposal submitted by the Council of Academic Affairs and approved by the Faculty Council would create a College of Arts¹³ composed of "departments" of "dance, theatre, music, and art." An article which appeared in the Lantern that spring expressed well the compatibility¹⁴ of the new organizational structure to the existing Department of Speech:

Campus theatre audiences have been enjoying benefits of "academic reorganization" for the past ten years. As they watched University Musical Productions shows of the past decade, audiences were seeing the new College of the Arts in action.

University Musical Productions is a joint (interdisciplinary is the academic word) effort of the theatre area of the speech department, the School of Music, and the dance area of the women's physical education department. Currently represented in this undertaking are arts and sciences and education.

Under the proposed reorganization the crossing of college lines would be unnecessary. Theatre, music and dance would be united with the School of Art in the new College of the Arts. For campus audiences, however, the plan is simply catching up with what is going on already.

The new organization would split the department of speech, putting the theatre area in the College of the Arts and the communications area and speech and hearing science in the College of Social and Behavioral Sciences.

Roy Bowen, director of theatre, is in favor of the new arrangement, although he regrets leaving the speech department. "It has been a happy association, but this reorganization is happening across the country," he said.

Logical Alignment

"We are not a social science. Theatre is a humanity, and certainly a fine art. It seems a logical alignment to have the arts together," Bowen said.

Should the reorganization be approved, it will mean some changes in the theatre curriculum. "We will give slightly more emphasis to professional training, since we will be aligned with music and dance," he said.

The increased emphasis on professional training, Bowen said, is in line with a trend toward closer ties between university and professional theatre.

"Talented theatre people should receive more training so that on completion of a bachelor's degree they can take their place in professional theatre," Bowen said. "We can still be academic and give attention to people as potential artists."

Keith Brooks, director of the communications area, will be piloting his half of the speech department into the new College of Social and Behavioral Sciences, if reorganization is approved. He too expressed regrets at dissolving the current speech department, but felt the new position of communications offered much to the students.

Already Committed

"Our area is already committed to a multi-disciplinary approach to communications," Brooks said. We are academically related to the interests of psychology, anthropology, sociology, and political science.

The new plan divided the University into three parts: Undergraduate Colleges, Professional Colleges, and Graduate School. The Undergraduate Colleges and the Professional Colleges exerted administrative influence over the specific schools, departments, and divisions.

The Graduate School's administrative duties encompassed all graduate programs in the University. The designation of school, department, or division within a college was determined ^{mainly} by size (students, faculty, curriculum, etc.). The exact relationship of the Department of Speech and the Division of Theatre to the rest of the University can be illustrated as follows:

I. The Ohio State University

A. Undergraduate Colleges

1. Colleges of the Arts and Sciences

a. College of The Arts

(1) School: Music

(2) Divisions

(a) Theatre

(b) others

b. College of Social and Behavioral Sciences

(1) School: Journalism

(2) Departments

(a) Speech

(b) others

The Department of Speech, at the conclusion of the Yeager administration, June 30, 1968, included two areas - Communications, and Speech and Hearing Science. The Communications Area included 7 professors, 3 associate professors, and 4 assistant professors. The Speech & Hearing Science Area included 4 professors, 2 associate professors, and 1 assistant professor.

X. Speech Activities and Organizations:

Learning takes place not only within the classroom, but in experiences outside the classroom as well. In speech this is particularly true. Many of the most important values of speech training come from first-hand experience. The speech program at Ohio State provides students with opportunities for participation, practice, and study in various activities and organizations.

Forensic Activities

As was previously pointed out in this study, forensic activities were of major interest and became a vital part of campus life during the early days of the University's history. During the late 1920's interest in debate and other forensic activities was weakened as interest grew in athletics and other social activities.

Although forensic activities do not involve as large percentage of students now as they did fifty years ago, they are still an integral part of the speech program.

Forensic Society of The Ohio State University. In the fall of 1949 The Ohio State University Forensic Society was organized under the direction of Dr. Paul Carmack. The purpose of this organization is stated as: "to further the advancement of and to stimulate interest in debate activity on campus, and to provide personnel for the varsity debate team. Meetings will consist of debates, discussions and speeches." Membership to the Forensic Society has been open to all students interested in gaining broad practical experience in various forms of debate and other forensic activities. No debating experience is required for membership; however, initiative to do extensive research is

necessary. The directors of the Forensic Society have maintained that the primary concern of this group is not to win, but to help students learn to organize thoughts and train them to be effective communicators.

Honors achieved in debate. Ohio State has had many successful years of intercollegiate competition in debate and has won many awards and honors. Although no attempt will be made to enumerate all the honors achieved, several significant events are especially noteworthy. C. Emory Glander, now a Columbus attorney, was the first debate coach of the Department's history. He coached Big Ten champions in debate and had as one of his student debaters, John T. Bonner, now Vice-President for Educational Services for the University.

In 1953, Harland Randolph became the first Ohio State debater to be chosen to represent America abroad. Harland received this honor as a result of his three year collegiate debate record. He was named as the outstanding debater of the Big Ten Debate Conference as a freshman and also as a sophomore. On July 11, 1953, he was selected as one of a team of two debaters to represent the United States in debating at British Universities in 1954. As a further distinction, the Institute for International Education selected him to represent the United States in the first exchange of college debaters with the country of India.

In 1962 Ohio State achieved the most coveted national honor when Sarah Jane Benson and Dale E. Williams won the West Point National Debate Tournament conducted annually by the United States Military Academy. Since the National Debate Tournament had its beginning in 1946, Ohio State has qualified in the region to participate in the national tournament in 1947, 1952, 1960, 1962, 1963, 1967, and 1969. In 1962, under Mr. Richard Rieke as debate coach,

not only did Ohio State receive the honor of winning their first national championship, but Sarah Benson became the first woman debater to win the final championship award.

16

The 1962-1963 debate season started out with Ed McGlone and Sarah Benson winning the Kansas State Teachers College Tournament. After a partially successful season which included trophies from Northwestern and Butler University, Sarah Benson and Ed McGlone were invited to the National Tournament at West Point, where after winning two rounds, they lost to Boston College in the quarter-finals. The 1963-1964 team was composed of Rick Griffith, Geoffrey Thompson, John Dupree, and James Luck, and brought home victories in the Kent State Buckeye Tournament and the Liberty Bell Tournament at the University of Pennsylvania. The following year OSU debaters Jan Trenholn and Mike Manley took first place in the Detroit "Debate Days" contest.

In 1965 Dr. Rieke stepped out of debate coaching in order to assume a heavier graduate teaching load and increase his research and publication activities. Harold Lawson then became Director of Forensics with Dwight Williams as his assistant. After winning major national debates at Northwestern and Dartmouth, veterans Luck and Manley lost to a skilled Augustana team in the Regional. The following year, however, Luck and Edward Smith placed first at the District V Regional and advanced to the octo-finals at the National Tournament.

The 1967-1968 season was not only successful for student debaters but was also quite rewarding for the coaches. Senior, Steven Keller, teamed up with Coach Lawson to win the "coaches" tournament in Wisconsin. Later Lawson and Rieke combined their talents to win the nation's first professional tournament in Chicago, receiving a first prize of \$1000.00.

Speech 401 Night. During the ninth or tenth week of each quarter two representatives from each of the Speech 401 (Effective Speaking) classes were selected to compete with one another in a public speaking contest situation. Fellow students served as judges in a preliminary contest round. Winners of the individual rounds then competed in a final round with someone from outside the Department serving as judge. With the changes of courses in 1967, "Speech 401 Night" was discontinued.

Enthymeme Society. The Enthymeme Society of The Ohio State University is an organization that grew out of the interest of several students engaged in a special project under the direction of Professor Earl W. Wiley. During the Winter Quarter, 1954, the students endeavored to increase their individual understanding of the Enthymeme and to further the general appreciation of this rhetorical device of persuasion. The group first met to form this society, May 5, 1954, and Raymond Yeager was made Acting Chairman at this meeting. The purpose of the Enthymeme Society has been stated as: "to promote and encourage the understanding and appreciation of the enthymeme; to provide an organization for those persons interested in Classical Rhetoric; and to present an opportunity for social contact among the graduate students in Classical Rhetoric."

Theatre Activities.

Whereas in the early days of the history of the University the major speech interest was in debate and other forensic activities, since the creation of the Department of Speech in 1936 there has been a steady increase in interest in theatre activities. The history of theatre activities alone would provide volumes of interesting material; however, for purposes of this study only several of the significant happenings will be covered. It should also be noted that the following material is descriptive of Theatre activity prior to 1968, at which time Theatre achieved separate divisional status in another college: The College of Arts.

Drama Studio Productions. Professor Herman Miller, first director of dramatic activities of the Department of Speech advocated the need for a drama studio for theatre activities of the University. Striking the idea that the basement and open courtyard of Derby Hall could be utilized, construction got underway and Derby Hall Theatre was completed in the fall of 1938. The first play produced in the Drama Studio was Night Must Fall by Emlyn Williams. This first play was directed by Doctor Eugene Bahn and Don Poston served as student director. According to Doctor Bahn, the plan of the theatre was to have a student director who worked along with the faculty director. Among other productions a number of original plays written by Ohio State faculty members were produced in the beginning days of the Department's history. Although many fine actors could be named throughout the years of the Department's history, Doctor Bahn especially alludes to Ann Eileen Heckart, now a most capable Broadway actress.

University Theatre. Productions of University Theatre began in 1946-1947. By 1964 four major productions plus the Musical Show were given during a season. The aim of University Theatre was to provide a great variety of good drama to as large a student audience as possible. Most of the programs were produced in University Hall Chapel. University Theatre and the other theatre activities gave students as great an opportunity as possible to have practical experience in theatre operation; as actors, as directors of plays, as stage designers, or in the less glamorous but equally necessary functions of constructing and handling scenery, working in the theatre box office and other experiences.

Musical Production. The Musical Show presented jointly by the School of Music, Department of Speech, and the Dance Area of Women's Division of Physical Education was an annual musical production which was produced in the Mershon Auditorium. This program produced all types of musical shows from opera to musical comedy.

Stadium Theatre. Stadium Theatre, offering its first series of plays in the Summer Quarter, 1951, was of the arena type and was situated under the east bank of seats in the stadium. University students, citizens of the Columbus area, and guest artists produced from five to eight plays and musicals each summer.

Children's Theatre. The Children's Theatre which usually produced one or two shows annually provided students of the University to work in children's drama and helped satisfy the need for better drama for children in Columbus.

Theatre Workshop. This project, which was originally set up as an experimental or laboratory program producing several plays each year, had expanded to the point of presenting productions nearly every week. Considered primarily an experimental or training theatre, it provided excellent opportunities for beginning actors and directors to concentrate upon drama not usually considered for public performance.

Family Plays. In connection with the State Department of Mental Hygiene and Correction, "family plays" were produced by Ohio State students to various groups around Columbus and Franklin County. The performances were followed by discussion of the problem portrayed in the play. Students in these plays were the only actors who received pay for their performances.

O.S.U. Theatre Collection. The Ohio State University Theatre Collection, formerly operated by the Department of Speech in connection with the program of theatrical research at both graduate and undergraduate levels, was established in 1950. Housed in the Main Library of The Ohio State University, the Collection has, as a research endeavor, one fundamental purpose, namely: to facilitate significant research in theatre and its allied fields of knowledge. The Collection is a depository of microfilm materials and reproductions from libraries and museums in this country and abroad consisting principally of treatises on criticism, architecture, prompt books, acting editions, pantomimes, ballet, scene and costume designs, machines, festival books, satirical prints, and slides. Gifts from university theatres and professional producers include: programs, scene designs, production books, scrap books, clippings, press books, movie stills and the like. Designed to provide opportunities for research in theatre history, criticism, production, design, dramatic literature, and fine arts, the breadth of the Collection,

however, makes it useful to architects, city planners, sociologists, psychologists, political and economic historians, journalists, educators,¹⁹ designers, decorators and many others. Director of the O.S.U. Theatre Collection is John H. McDowell.

American Playwrights Theatre. In February of 1963, Jerome Lawrence, speaking at Ohio State, outlined a "plan which called for an organizational alliance of professional playwrights and educational theatre producers and an arrangement whereby playwrights would write plays specifically for the university and community audience and would grant exclusive production²⁰ rights to the non-profit theaters."

Through the interests and efforts of J. Osborn Fuller, Dean of the College of Arts and Sciences; W. Hayes Yeager, chairman of the Speech Department; and Roy H. Bowen, director of University Theatre, the project was developed at Ohio State University, and American Playwrights Theatre was organized in December of 1963. David H. Ayers was selected as the first Executive Director of this national organization.

By-laws state the purpose of American Playwrights Theatre as:

an organization designed to serve a truly nationwide theatre by fostering cooperation between American dramatists and the play producers of university, college, and non-profit community theatres, thereby enabling the best new works of substance and ideas to be presented first and nationally on the stages of America's educational theatres, which are both teaching laboratories and instruments of creative expression for the communities they serve. The ultimate objective is to enhance the quality of our national drama.²¹

The first production period of American Playwrights Theatre began September 15, 1965.

Radio - Television.

Students of the Department of Speech have been given opportunities to receive first-hand experience with radio and television through CCTV, closed circuit television in Derby Hall; the former WOIO, radio station operated by students; and WOSU, radio and television stations owned and operated by the University. Commercial stations in Columbus also often provide students with training.

WOIO radio station, discontinued in 1963, was a student-operated station supervised by the Department of Speech. The main objective of the station was to provide a training device and practical outlet for students interested in radio. The station attempted to simulate as nearly as possible the conditions found in the broadcasting industry.

Speech and Hearing Clinic

The functions of the Speech and Hearing Clinic of The Ohio State University are many. Speech and hearing tests are administered to all students entering the University. Diagnostic and therapeutic services in speech, hearing and aphasia are offered not only to students, but to all citizens of Ohio. Special services such as individual counseling, group counseling, parental counseling and aiding international students with oral English are also provided. Although the main objective of the clinical activity is training undergraduate and graduate students, the training program provides a great service to all citizens of Ohio.

Speech Honoraries

Alpha Epsilon Rho. Alpha Epsilon Rho is an honorary organization for radio and television majors in speech. It recognizes radio-television students who have demonstrated scholastic as well as practical, proficiency in broadcasting. Candidates for membership must have a 2.25 accumulative point hour ratio with a 2.75 in radio-television courses and a general interest in broadcasting. One of the main activities of the organization is promoting a nation-wide script exchange between other chapters. The Ohio State University chapter of Alpha Epsilon Rho is the fifth oldest chapter in the country.

Delta Sigma Rho. On June 8, 1910, a charter was signed which established a chapter of Delta Sigma Rho, a national forensics honorary, at Ohio State University. Participation in two years of forensics and satisfactory scholarship are the membership requirements. One of the main purposes of this fraternity is to encourage participation in debate and other forensic activities.

National Collegiate Players. National Collegiate Players is a national honorary organization which arose when Associated University Players and Pi Epsilon Delta combined. This organization gives recognition to persons of excellence in dramatic activities. The main purpose of the group is the furthering of dramatic activity not only on the campus but also in all phases of living.

Sigma Alpha Eta. The Ohio State University chapter of Sigma Alpha Eta was organized in 1954. This group strives to stimulate interest among college students in the field of speech and hearing therapy by providing a medium for enriched professional and social experiences through co-curricular activities. Any regularly enrolled student in speech and hearing therapy who ranks in the upper 35 percent of the class and has at least a 2.5 accumulative point hour ratio is eligible for associate membership. To be a key member the student needs a 3.0 for the preceding quarter. Past activities of the group have included panel discussions and a series of prominent speakers from related fields and neighboring state universities.

University Players. The purpose of Ohio State University Players organization is to increase and maintain interest of the students at The Ohio State University in drama; to furnish opportunities in participation, study and production in theatre; to provide recognition for achievement in drama; and to provide a social program for active members. Graduates and undergraduates registered at the Ohio State University are eligible for admission as Silver Mask members when they have earned eight points in at least three fields of endeavor, one of which must be stage crew. Silver Mask members are eligible to become Gold Key members when they have earned eighteen points in at least four fields.

Zeta Phi Eta. Zeta Phi Eta had been organized on campus prior to the creation of the Department of Speech. The purpose of this organization for women students was to promote interest and participation in speech arts. A declared major in speech and good grades were required for membership. Last mention of this organization was found in activity records of 1955.

Other honoraries. Two other organizations which are known to have existed at Ohio State are Phi Delta Gamma and Sigma Delta Phi. Phi Delta Gamma was a forensics honorary and Sigma Delta Phi was a dramatics honorary for women. Both of these groups were active in the beginning days of the Department's history; however, they apparently disbanded around the time of the war for no mention has been made of them since then.

CHAPTER III FOOTNOTES

1

Seventy-Sixth Annual Report of the President of the Ohio State University to the Board of the Trustees, the Governor and Citizens of Ohio for the year ending June 30, 1946, p. 18.

2

Interview(Judy Kyle) with W. Hayes Yeager, May 13, 1964.

3

Seventy-seventh Annual Report of the President for the year ending June 30, 1947, p. 29.

4

College of Arts and Sciences Bulletin for 1963-1964, p. 100.

5

Keith Brooks, Wallace C. Fotheringham, and Franklin H. Knower, "Statement of the Content and Philosophy, The Area of General Communication," 1961.

6

"Functions and Methods of Speech and Hearing Science," Executive Committee Minutes of the Department of Speech, 1957.

7

"Aims and Objectives of the Theatre Division," Executive Committee Minutes of the Department of Speech, 1957.

8

"Department of Speech Committees," Faculty Minutes of the Department of Speech, 1962.

9

For the last five years (1964-1969), membership has remained relatively constant around the three hundred mark. The membership for 1968 was somewhat below average with two-hundred, eighty-eight members.

10

"Progress Report on First Annual Summer Center of Communicative Arts," 1960, p. 2.

11

College of Arts and Sciences Bulletin for 1967-1968, p. 57.

12

Ibid.

13

Organization of Instructional Units, The Ohio State University News & Information Service, February 18, 1969.

14

Carole L. Siemon, "4 New Colleges Proposed," The Ohio State Lantern, May 10, 1967, p. 8.

15

The Ohio State University Forensic Society Constitution.

16

"Resolved: That Ohio State is National Champion of Debate," Ohio State University Monthly, October, 1962, p. 9.

17

Minutes of the Enthymeme Society.

18

A letter to Judy Kyle from Eugene Bahn, May 12, 1964.

19

"Organization of the OSU Theatre Collection," Executive Committee Minutes of the Ohio State University Department of Speech, 1957.

20

David Ayers, "Toward a New Broadway," The WRFD Commentator, Columbus, Ohio, January 16, 1964, p. 5.

21

Bulletin announcing American Playwrights Theatre.

CHAPTER IV

THE BROOKS ADMINISTRATION: 1968 -

THE THIRD CHAIRMAN

KEITH BROOKS

1968 -



Dr. Keith Brooks, third Chairman of the Ohio State University Department of Speech, was born in Tigerton, Wisconsin, May 14, 1923. He received his bachelor of science degree in January, 1949, and his master of science degree in August of the same year. Both degrees were awarded in Speech by the University of Wisconsin, Madison. Dr. Brooks obtained invaluable professional experience in the Broadway cast of "The Student Prince" during 1944-1945. He also served as vocal coach for ex-G.I.'s at the Milwaukee Academy of Music and Applied Arts - traveling to Milwaukee from Madison every weekend for two years (1946-1948), while pursuing his academic program. After receiving his degrees from Wisconsin, Dr. Brooks accepted a position as director of dramatics, instructor of speech and debate coach at Eastern Kentucky University, Richmond, Kentucky.

In 1953 Dr. Brooks left Eastern Kentucky to begin work on a doctorate at Ohio State. Before receiving his Ph.D. in 1955, Dr. Brooks served as a graduate assistant (1953-1954) and an assistant instructor (1954-1955). Upon completion of the doctorate, he was promoted to instructor. The following year he became an assistant professor. Further promotions came in 1961 and 1966 when he was made associate professor and professor respectively.

Dr. Brooks' appointment to the Department Chairmanship in 1968 was the logical result of years of hard work and service to the department as Administrative Assistant to the Chairman (1958-1968) and Director of the Communications Area (1965-1968). Dr. Brooks also assisted in much of the planning for the reorganization of the Department, and served as first Director of the Communications Area (Communicology, Rhetoric - Public Address, and Radio - Television - Film). He was instrumental in reshaping the focus

of the Department during the Yeager administration through his chairmanship of two significant committees: Restructuring of Departmental Committees (1962) and Curriculum Reevaluation Committee (1965-1967).

Dr. Brooks, a specialist in organizational communication and educational psychology in the field of speech, has also been very active in numerous areas outside of his formal duties in the Speech Department. He has served as a communications consultant for many organizations including Ohio Bell Telephone Company, Eastern Railroad Presidents Conference, Men in Government Institutes, Management and Business Service, and Procter and Gamble.

During the Autumn Quarter of 1966 he engaged in discussions with the President of Shaw University, Raleigh, North Carolina, which resulted in a three-year cooperative program between that institution and the Ohio State University Department of Speech for the purpose of developing an interdisciplinary School of Communications geared to better prepare black students for competition in the international market. The project was funded by the U.S. Office of Education, Department of Health, Education and Welfare.

In addition to his work as communications consultant, Dr. Brooks has also played an active role in professional organizations. He has served as a member of the Legislative Assembly and Resolutions Committee of the Speech Association of America (SAA), a member of the Publications Committee of the SAA, chairman of a national committee to investigate ways of handling increased enrollments in certain speech classes, chairman of the national Oral Interpretation Interest Group, a member of the board of directors of the American Educational Theatre Association, a member of the executive council of the Central States Speech Association, and editor of the Central States Speech Journal.

In the area of publications, Dr. Brooks has co-authored three books: Practical Speaking for the Technical Man, The Communicative Art of Oral Interpretation, and Literature for Listening. He has also edited and contributed to another book, The Communicative Arts and Sciences of Speech. In addition to these four books, Dr. Brooks has written numerous articles for professional journals.

I. DEPARTMENTAL REORGANIZATION. During the Summer Quarter of 1968, Chairman Brooks recommended and the faculty approved a reorganization of the Department of Speech. The organizational chart which follows outlines the newly adopted structure of the Department.

The organizational plan was affirmed on the grounds that it would contribute to heighten departmental cohesiveness and efficiency and that it would allow increased faculty and student involvement in decision making.

Three Directors and an Executive Assistant were appointed by the Chairman for two-year terms: Director of Undergraduate Program, Dr. James Golden; Director of Research Programs, Dr. John Black (acting); Director of Graduate Program, Dr. Wallace Fotheringham; Executive Assistant, Dr. James Lynch. Their responsibilities included the following:

Director of Undergraduate Program

Curriculum Development
Honors Program
Advisor Coordinator
Forensics Program
Traineeship Program

Summer Center
Ohio High School Speech League
Undergraduate Student Advisory
Committee
Correspondence

Director of Research Programs

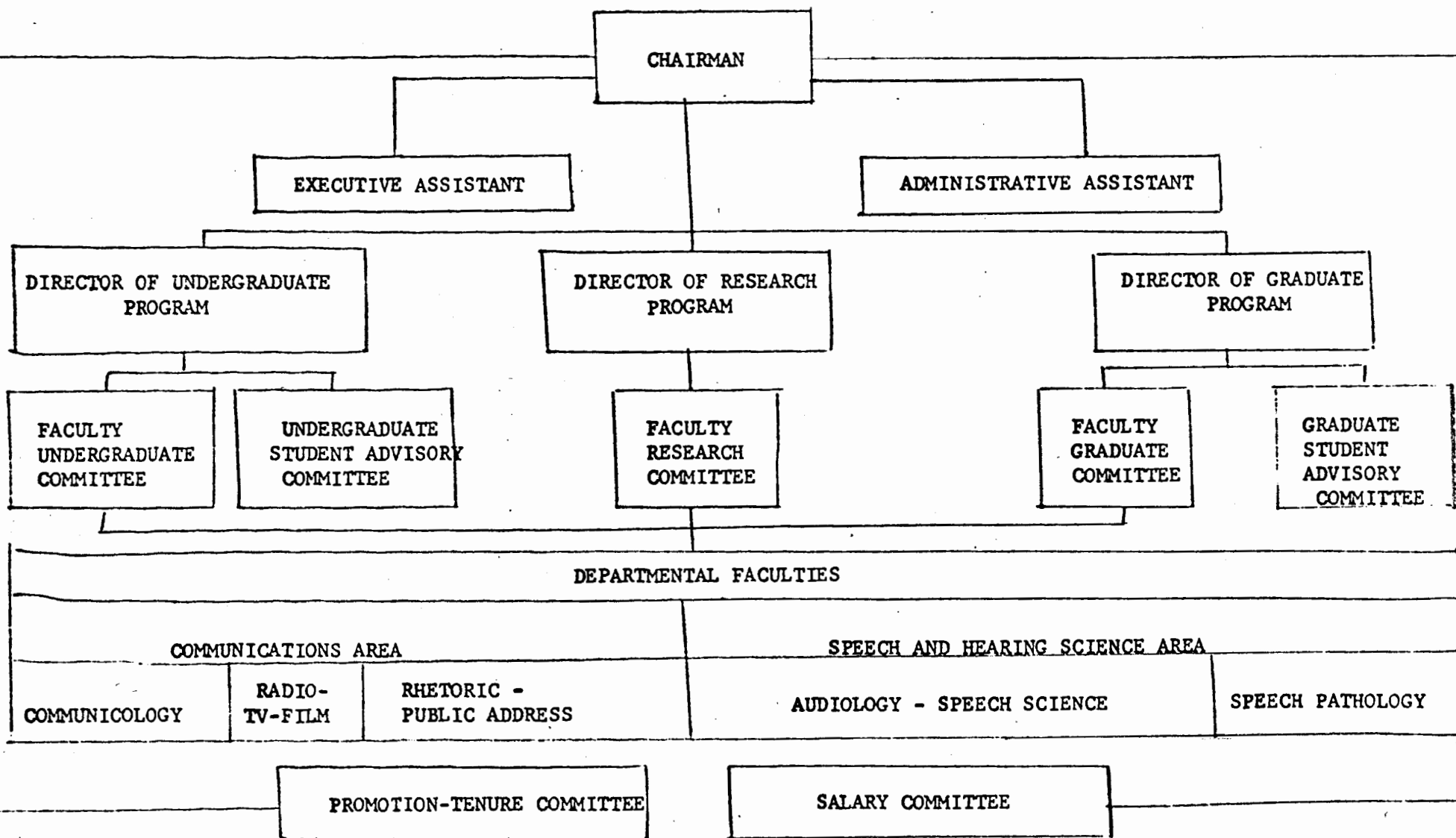
Research Laboratories
Research Contracts
Lecture Series
Library Acquisitions

Research Proposals
Research Funding
Correspondence

Director of Graduate Program

Curriculum Development
Advisor Coordination
Recruitment Program
Fellowship Program

Traineeship Programs
Speech & Hearing Clinic
Graduate Student Advisory
Committee
Applicant Correspondence



Executive Assistant

TA Program
Curriculum Scheduling
Space

General Administration
Equipment

Each Director has a faculty advisory committee (Faculty Undergraduate Committee, Faculty Research Committee, Faculty Graduate Committee) and the Undergraduate and Graduate Directors are Advisors to the Undergraduate Student Advisory Committee and the Graduate Student Advisory Committee, respectively. Two committees report directly to the Chairman: Promotion and Tenure Committee, Salary Committee.

Five departmental teaching faculties were recognized under two major areas: Communications, Speech and Hearing Sciences.

Communications Area

- (1) Communicology
- (2) Radio - Television - Film
- (3) Rhetoric - Public Address

Speech & Hearing Science Area

- (4) Audiology - Speech Science
- (5) Speech Pathology

Area heads were not appointed although selected individuals served this function throughout the year in lieu of appointing coordinators for each of the five faculties. The Chairman's statement of 27 May 1968 read as follows:

Coordinators of each faculty will not be appointed until we have had more time to discuss the implications of this arrangement. We need to continue to explore organizational plans for the teaching faculties which will best meet the needs of our disciplines, our students, and our personnel. As discussed at our meeting, it is both recognized and encouraged that individuals may wish to identify with more than one teaching unit. This is in keeping with our interdisciplinary commitment.

Departmental faculty meetings were held every Monday at 11:00 throughout the academic year of 1968-69. Weekly meetings were also held by the Faculty Undergraduate Committee and the Faculty Research Committee. The Faculty Graduate Committee, the Promotion-Tenure Committee and the Salary Committee met on-call.

II. DEPARTMENTAL COMMITTEE STRUCTURE. Following approval by the faculty of the recommended proposal for reorganization of the Department of Speech, the Chairman appointed a Committee-on-Committees to define the function and constituency of departmental committees. Their report, adopted 8 August 1968 and revised 12 May 1969 follows:

REPORT OF COMMITTEE ON COMMITTEES

AS ADOPTED

BY THE FACULTY OF THE DEPARTMENT OF SPEECH, AUGUST 8, 1968

(REVISED MAY 12, 1969)

The Committee was composed of Brannon, Grubb, Lawson, Rieke and Douglas, Chairman.

- I. The committee proposed the establishing of standing committees for the Department as follows: Graduate Committee, Undergraduate Committee, Research Committee, Promotion-Tenure Committee, Graduate Student Advisory Committee, Undergraduate Student Advisory Committee.

Below are listed the standing committees, including their membership and function.

- A. Graduate Committee: Six members in addition to the Director of the Graduate Program who will serve as Chairman; two to be elected by the faculty for two-year staggered terms, two to be appointed by the Director in consultation with the Chairman for one-year terms, all selected from the graduate faculty. The Coordinator of Clinical Training shall serve as officio. The sixth member of the committee shall be a representative from the Graduate Student Advisory Committee (see below).

Function: To serve in an advisory capacity to the Director of the Graduate Program.

- B. Undergraduate Committee: Six members in addition to the Director of the Undergraduate Program who will serve as Chairman; two to be elected by the faculty for two-year staggered terms and two appointed by the Director for one-year terms, selected from all members of the department faculty. The sixth member shall be a representative from the Undergraduate Student Advisory Committee. The Coordinator of Forensics shall serve as officio.

Function: To serve in an advisory capacity to the Director of the Undergraduate Program.

REPORT OF COMMITTEE ON COMMITTEES

- C. Research Committee: Three members in addition to the Director of the Research Program who will serve as Chairman; two to be elected by the faculty for two-year staggered terms and one appointed by the Director in consultation with the Chairman for a one-year term, with membership open to all members of the department faculty; the committee to elect its own Acting Director until such time as a Director is named by the Chairman of the Department. Until the Director is appointed, the Chairman shall appoint an additional member for a one-year term.

Function: To serve in an advisory capacity to the Director of the Research Program.

- D. Promotion-Tenure Committee: This committee shall be composed of all of the full professors within the department faculty, serving ex officio.

Function: To serve in an advisory capacity to the Chairman of the Department on policy and action pertinent to promotion and tenure of the faculty; the Chairman will also consult in each case with the other members of the candidate's teaching faculty.

- E. Graduate Student Advisory Committee: Eight members, five elected by and from the graduate students in residence, with at least two from each of the two major areas of the department, and three appointed by the director of the Graduate Program. The committee shall elect its own Chairman.

Function:

1. To serve in an advisory capacity to the Chairman of the Department.
2. To serve in an advisory capacity to the Directors of the Graduate and Research Programs.
3. To elect one of its members as a representative to the Graduate Committee.
4. To plan and conduct at least two meetings of the graduate student body of the Department in the fall and spring.
5. To report directly to the departmental faculty at regular meetings in the Winter Quarter.
6. To initiate proposals and suggestions regarding the graduate students and their welfare to the Graduate Committee.
7. To assist in the planning of special lectures, research reports, discussions, etc., serving the interests of the graduate students and graduate faculty.
8. To elect the Department's quota to the University Graduate Council.

REPORT OF COMMITTEE ON COMMITTEES

F. Undergraduate Student Advisory Committee: Twelve, seven elected from the undergraduate speech majors in the College of Social and Behavioral Sciences (with at least three from each of the two major areas of the Department), two from the Speech majors in the College of Education (with one from each of the two major areas), and three to be appointed by the Director of the Undergraduate Program. The committee shall elect its own Chairman.

Function:

1. To serve in an advisory capacity to the Chairman.
 2. To advise the Director of the Undergraduate Program.
 3. To elect one of its members as a representative on the Undergraduate Committee.
 4. To plan and conduct convocations of the undergraduate student body at least twice a year, fall and spring.
 5. To report its activities directly to the faculty at one of its regular meetings in the Winter Quarter.
 6. To initiate proposals and suggestions for the welfare of the undergraduate student body and supporting the interests of the Department of Speech.
 7. To assist in the planning of special events and programs, such as an annual Awards Assembly.
- II. The several teaching faculties of the Department of Speech, i.e., audiology and speech science, speech pathology, rhetoric and public address, broadcasting, and communicology shall serve ex officio as subcommittees of the Graduate, Undergraduate, and Research Committees of the Department, initiating such proposals as they wish for referral to the appropriate Departmental Committee.
- III. The faculty will note that the committee structure here proposed supports and implements the organization of the Department as previously adopted. The Committee on Committees recommends that these proposed committees shall in every case assume significant responsibility, and feels that in the case of any committee which no longer serves any useful and regular function it shall be abolished or altered. We also wish to recommend that no other standing committees be added to those here suggested until and unless the entire committee structure of the Department be re-examined. Ad Hoc Committees may be necessary from time-to-time to deal with special problems within a limited period. We strongly urge avoidance of the accretion of unnecessary and insignificant committees.

The only committee not included in the above report is the Salary Committee. This committee, composed of the three Program Directors, serves in an advisory capacity to the Chairman for the purpose of recommending faculty salary levels on the basis of individual merit.

III. SPACE

Faculty Offices. Reallocation of office space for Department of Speech faculty took place during the Summer Quarter, 1968. Each full-time faculty member now has a private office and new furniture (desk, chairs, filing cabinets, bookcases).

TA Offices. Teaching Assistants and Associates were relocated in nine separate offices in Derby Hall and Lord Hall. Additional space has been requested for 1969-70.

Speech Library. In September, 1968, the outer office of 308 Derby Hall was designated as a Department of Speech Library. Printed materials from Area locations and individual faculty offices were placed in the new facility. The Library is open 24 hours a week, Monday through Friday. Part-time student librarians supervise the operation.

Proposed Broadcasting Facility. On November 18, 1968, Professor James Lynch, Professor Walter Emery and Assistant Professor Theodore Nielsen were appointed by the Chairman to represent the Department of Speech on a joint committee (with the School of Journalism) to investigate the desirability of radio and television teaching and research laboratories in the new Journalism building. After several meetings of the joint committee the Department of Speech presented to the School of Journalism and Campus Planning a description of radio-television space needs accompanied by a rationale for use of the facility.

The Department of Speech also presented a report: Rationale for a Broadcast Communications Center to the Dean's office. It included sections dealing with: (1) uses by television, radio and film in the Department of Speech, (2) uses by other areas in the Department of Speech, (3) interdisciplinary uses of the Broadcast Communications Center and, (4) space

requirements and equipment needs for the Broadcast Communications Center.

A third location for a broadcasting facility was discussed with Professor Robert Wagner, Chairman of the Department of Photography and Cinema. It was proposed that the Department of Speech and the Department of Photography and Cinema share broadcasting-film facility space in Haskett Hall.

It is hoped that a professional broadcasting teaching and research facility will be located in one or more of four proposed sites: (1) a shared facility with the School of Journalism in the new Journalism building, (2) a shared facility with the Department of Photography and Cinema in Haskett Hall, (3) a shared facility with the Telecommunications Center, (4) a separate Speech Department facility in the new College of Social and Behavioral Sciences building.

New College Building. The Chairman will represent the Department of Speech on a College Visitation Committee whose responsibility it will be to visit various college sites around the country in order to get new ideas for the future College of Social and Behavioral Sciences Building.

Faculty members will be asked to estimate space needs for teaching, research and service in the new building. Two critical areas will be a Speech and Hearing Clinic and a professional broadcasting facility.

A space committee has been appointed to coordinate individual and area efforts within the Department: Drs. Black, Foley, Grubb, Harrison, Brooks (Chairman).

IV. BI-MONTHLY REPORT

A Bi-Monthly Report was initiated in September of 1968 and sent to the faculty throughout the year. The first issue carried the following note from the Chairman:

In an effort to keep all members of the faculty of the Department of Speech fully informed of Departmental activities, policies, decisions, etc., I am initiating this Bi-Monthly Report. It is my intent to share with you the trials and tribulations emanating from the Chairman's office; the policies and actions from the Dean's office affecting this Department; the activities, decisions and recommendations of the Directors (and their committees) of the Graduate Program, the Undergraduate Program, the Research Program, and the Executive Assistant; and those research, publication, and activity contributions, of each member of the faculty, which heighten the visibility of this Department within the University and the nation.

V. RENEWED EMPHASIS ON FACULTY RESEARCH

Throughout the year, the Chairman, the Director of the Research Program, and the Faculty Research Committee devoted considerable time in identifying and promoting on-going research programs among the faculty of the Department. Although the Department had already established a noteworthy history of research contributions, it was determined that a renewed research thrust should be encouraged with special consideration in promotion and budget to those who continue in productive scholarship.

The following statement was released by the Chairman on June 9, 1969:

RESEARCH: POLICIES AND PROCEDURES IN THE DEPARTMENT OF SPEECH
June 9, 1969

Involvement in on-going research programs that are reflected in professional publications is a first-order responsibility of members of the faculty of the Department of Speech at The Ohio State University. This involvement is expected to increase the participant's knowledge significantly to improve his work in the classroom and to advance the state of scholarship in his area of competence. To recognize a faculty member's commitment to research and to encourage him in his endeavors, the Chairman of the Department has made available through his office and through the Committee on Research

three conditions and opportunities for full-time regular contract members of the faculty.

1. Research during the teaching quarters. The teaching load of a member of the faculty is not to exceed eight contact hours per week. The assumption that is inherent in this provision is that personal research, over and above that which is coincident with theses and dissertations, is continually in progress. It will be the policy of the department to give special consideration in promotion and budget to those who continue in productive scholarship.
2. Financial Support. Priority is given to requests for equipment to be used in research in allocating the Equipment Budget of the Department. Further, from the Operating Budget, \$400 is made available quarterly for supplies that are needed in carrying out carefully prepared and recommended research proposals. Evaluations and priorities among these proposals relate to the goals as stated in the first paragraph (above) and to prospects for future external funding.
3. Assigned Research Duty. A member of the faculty may be granted a research quarter, free from all teaching and committee responsibilities, during one of his regular contract quarters. The recommendation will come through the Research Committee and will be based on the applicant's commitment to the proposed research, its significance and scope as reflected in the written proposal, the budgetary implications, and the feasibility of the "leave" in terms of a continuing curriculum (satisfactory arrangements for course re-scheduling without increased cost).

VI. GRADUATE DEGREES - 1968 - 1969

Forty-six graduate degrees in Speech were awarded during the academic year of 1968-1969. 11 Ph.D.'s and 35 M.A.'s:

Ph.D. Degrees

Summer 1968

Bailey, Richard Eugene

Autumn 1968

Martin, Donald Ray, II
Wagener, Billy Bruce

Winter 1969

Buxton, Lawrence Franklin
Randolph, Harland LeRoy
Steis, William Burton

Spring 1969

Alexander, Dennis Clair
Fritz, Donald Lewis
Moses, Gerald Robert
Ringe, Robert Charles
Williams, Ronald

M. A. DegreesSummer 1968

Arora, Kamlesh Kumari
Baker, Janice Ellen
Brundage, James Milton
Coleman, William Ebbert, Jr.
Dicks, Vivian Irene
Keller, Beverly Turpak
Maddan, Richard Henry
Moore, Charles Isaac
Palmo, Duane Coulter
Pflaumer, Elizabeth Mae
Pinero, Iris Maria
Pressman, Dorothy E. S.
Schroeer, Susan Grossman
Van Brunt, Thomas Harvey
Warchol, Patricia Ann
Warnock, Thomas Clark
Wilke, Linda Schmalhurst

Autumn 1968

Bond, David James
Epstein, Barbara Allyn
Grieselhuber, Nancy Allen
Johnson, Stan Craig
Mumm, Myrna Neuman

Winter 1969

Campbell, Olivia Lynn
Farrante, Leonard A.
Grant, Lee
Needham, Ellen Cooney
Powell, Ann Thomas
Tex, Ruthe Natalie
Wild, Sydney Doane

Spring 1969

Bennett, Sandra Williams
Flynn, James Henry, III
McDonald, Patrick Rush
Seymour, Harry Nathan
Simon, Jeffrey Neil
Slonaker, Larry Lee

VII. TA PROGRAM

One of the major thrusts of the year involved plans for the improvement of teaching loads and stipends for our Graduate Teaching Assistants (MA level) and Associates (Ph.D. level). Information shared by the chairmen of the departments within our College indicated that Speech was expecting more, in terms of teaching contact hours, and paying less than most of the other departments in the College. As a result, and with the support of Dean Paul Craig, the Department activated a three-year plan for the improvement of our TA program.

Contact hours. Effective Autumn Quarter, 1969, teaching schedules for our TA's will average from 6 to 8 contact hours a week. (They had previously averaged from 10 to 12 contact hours a week). In order to achieve this and still cover all courses and course sections ordinarily assigned graduate students, funding was made available to add 15 TA's for the academic year of 1969-1970. This will bring our total number of TA's for 1969-70 to 37 as opposed to 22 for 1968-69.

Stipends. Effective Autumn Quarter, 1969, the base stipend for all TA's will be \$2475 for three quarters (as opposed to \$2250) plus a waiver of all in-state and out-of-state fees for four quarters. Five special assignment TA's will receive stipends ranging from \$3375 to \$4275, plus waiver of fees.

The current proposal suggests the following adjustments for the academic year of 1970-1971:

- (1) Teaching Assistants - \$2475 plus waiver of fees.
- (2) First Year as Teaching Associate - \$2925 plus waiver of fees.
- (3) Second Year as Teaching Associate - \$3375 plus waiver of fees.

Standards. Effective Autumn Quarter, 1969, new TA's in the Department of Speech must have a minimum accumulative point-hour (throughout Undergraduate career, plus Graduate work, if any) of 3.0 (4.0 base). This standard has been in effect throughout the current year in making appointments for 1969-70. The median accumulative point-hour for new TA's appointed for next year is 3.3.

New graduate students, not appointed on TA's, have been admitted with a minimum overall accumulative point-hour of 2.7, appropriate backgrounds, and appropriate recommendations. It is expected that by the beginning of the academic year 1970-71, the Department will require a 3.0, appropriate background and appropriate recommendations for admission, with exceptions limited to those between a 2.7 and 3.0 with unusually high GRE scores.

VIII. Graduate Enrollments. The Departmental Graduate Office listed 192 graduate students for the academic year 1968-1969; 144 active, 48 inactive. The breakdown revealed 91 Master's (71 active, 20 inactive) and 101 Doctoral (73 active, 28 inactive).

IX. LECTURE SERIES

The Departmental Lecture Series, funded by the Graduate School, included the following lecturers:

<u>Name</u>	<u>Location</u>	<u>Title of Lecture</u>
Dr. Wayne Brockriede	Professor of Speech University of Colorado	"Criticism and Science"
Mr. Marcus Cohn	Communications Attorney Washington, D.C.	"Who Should Own Radio and Television Stations?"
Dr. Robert Goldstein	Professor of Communicative Disorders University of Wisconsin	"The Averaged Electroencephalographic Response-Its Status and Its Future"
Dr. William S. Howell	Professor of Speech- Communications University of Minnesota	"Frontiers of Research in Intercultural Speech- Communications"
Dr. Harold Niven	Executive Secretary Educational Broadcasting Association	"Broadcasting - Today and Tomorrow"
Dr. Jorge Perello	General Secretary International Association of Logopedics and Phoniatrics Barcelona, Spain	"Infantile Audiometry"
Dr. Robert Ringel	Associate Professor Department of Audiology & Speech Sciences Purdue University	"Speech Monitoring Processes: The Oral-Sensory System"

X. FACULTY HONORS

John W. Black

Awarded the Honors of the American Speech & Hearing Association on November 17, 1968, for lifelong career as scholar in the field of Speech and Hearing Science, the highest award which the Association can bestow upon any of its members. The citation appearing in the American Speech & Hearing Association Journal read as follows:

The American Speech and Hearing
Association presents

THE HONORS OF THE
ASSOCIATION

TO

John W. Black

For his thorough and skillful performance which established and pushed forward frontiers of knowledge in experimental phonetics and speech intelligibility;

For his teaching activities which have provided the profession with many of its teachers and leaders;

For his extensive and significant service to the Association;

For his breadth of interest and his dedication to excellence which have contributed significantly to the development of the scientific image of the profession;

For these many contributions we are proud to confer the Honors of the Association upon John W. Black.

The American Speech and Hearing Association meeting of the Executive Council, Denver, Colorado, November 1968.

Sheila G. Goff.

Voted "Woman of the Year" by the Columbus Quota Club, February 1969.

The citation read:

In recognition of her outstanding services and research in the field of Speech and Hearing, which have brought her state, national, and international acclaim, Dr. Sheila Goff has been named "Woman of the Year" by the Quota Club of Columbus, Ohio, February 18, 1969.

Richard B. Hull

Honored by the State of Maryland on the occasion of the Governor's Conference on Public Broadcasting; October 9, 1968. The citation read:

"This award is presented to Richard B. Hull by the citizens of the State of Maryland in recognition and deep appreciation of his outstanding contributions as a visionary and pioneer to the development of educational broadcasting throughout the world."

Spiro Agnew, Governor

Herbert B. Cahan, Chairman
Maryland Educational Cultural
Broadcasting Commission

Frederick Breitenfeld, Jr.
Executive Director
Maryland Educational Cultural
Broadcasting Commission

XI. DISTINGUISHED ALUMNUS AWARD

This award was established during the Autumn Quarter of 1968 with the intent that it become an annual recognition of one of our most distinguished alumni. It was decided that the recipient would be named and appropriately honored at a special Ohio State University event during the annual meeting of the Speech Association of America. A certificate was printed with appropriate citation and carrying the signatures of the President of the University, the

Dean of the College of Social and Behavioral Sciences, and the Chairman of the Department of Speech, and a full-page announcement, including the recipient's picture, was carried in the issue following the SAA Convention of The Quarterly Journal of Speech.

The faculty committee consisted of Drs. Knower, Irwin, Black and Fotheringham (Chairman). Twenty-nine graduates were nominated for the award suggesting, in the thinking of the alumni, no shortage of candidates with notable achievements. The first recipient was Dr. Douglas W. Ehninger of the University of Iowa. The Award was presented December 28, 1968, during the Ohio State University luncheon at the Speech Association of America convention in Chicago.

Douglas W. Ehninger received his Ph.D. in Speech from The Ohio State University in 1949. Since that time he has served on the faculties at the University of Virginia (1948-50), the University of Florida (1950-61), and the University of Iowa (1961-). His publications include thirty-six articles and six books. He has been Editor of The Southern Speech Journal (1954-57) and Speech Monographs (1960-62), and Associate Editor of The Quarterly Journal of Speech (1948-50, 1957-59). In 1968 he served as the Fifty-third President of the Speech Association of America. His citation read as follows:

THE ALUMNI AND FACULTY
OF THE
DEPARTMENT OF SPEECH
of
THE OHIO STATE UNIVERSITY
present their annual
DISTINGUISHED ALUMNI AWARD
to

Douglas W. Ehninger, Ph.D.

In recognition of his outstanding achievement as professor,
author, and national leader in speech education and research.

Awarded at the Annual Convention of the Speech Association of America
28 December 1968

President, The Ohio State University

Dean, College of Social & Behavioral Sciences

Chairman, Department of Speech

XII. FORENSICS PROGRAM

In 1968 - 1969, the Ohio State University debaters participated in 42 tournaments. They won a total of 21 trophies during the season. They participated in 507 rounds and won 296 of them. The negative seemed to have a strong advantage on the proposition. On the negative, Ohio State won 177 and lost 81. On the affirmative, the record was 119 wins and 130 losses. Twenty debaters represented us in tournaments, and 17 of them won trophies at one time or another.

There were a number of high points in the season. One of the finest moments occurred when Betty Mathis, Michael Sproule, Dean Conley and Carl Klein compiled a 14 - 2 record to win the Delta Sigma Rho - Tau Kappa Alpha National 4-man tournament. Dale Hample and Richard Rosen scored another big win when they defeated Northwestern in a tie-breaking round and thus earned the right to attend the American Forensic Association National Tournament. At the Nationals they were one win short of qualifying for the finals. Dale Hample won two highly significant speaker awards --second at Georgetown and third at the Tournament of Champions. Dean Conley and Betty Mathis brought home first place in the state championship tournament. A very interesting high point occurred when Carl Klein and Richard Rosen defeated the University of Southern California debaters in a pre-Rose Bowl challenge match. But the most striking feature of the season was the depth of the squad --six debaters performed quite well in national level tournaments.

The squad continued its tradition of non-tournament activities. These are little publicized, but highly important. Some fifty speech and speech education students were introduced to debate through the Speech 205 course. Another seventy-five experienced exposure to our program through the Speech 305 course. And our debaters performed all three quarters for the Speech 201 course. They also presented a special program for a meeting of the undergraduate speech majors, presented demonstrations for several high schools, and appeared before various PTA's and civic clubs.

We graduate nine debaters this year. Five are destined for speech careers. John Hall and Carl Klein have accepted debate assistantships at Western Illinois University. Karen Wheeler has an assistantship at Fullerton, California. Karen Lanman expects to be teaching in high school, and Dean Conley will enter the Navy before continuing his speech activities. Other graduating seniors are Betty Mathis, Joyce Riley, David Cohen, and Samuel Eisen. These people will be greatly missed from the squad next year.

XIII. SPEECH AND HEARING CLINIC

During the academic year 1968-1969 the Speech and Hearing Clinic has been actively engaged in training student therapists, in the diagnosis and treatment procedures for many language, speech, and hearing problems, in a variety of clinical settings. The following gives an overview of the scope of clinical objectives maintained by the Clinic during the past year;

I. Student Training

In the Beginning Practicum (Speech 755) there were 93 students trained in appraisal and treatment of vocal and articulatory disorders, hearing disabilities and language problems of children. This accounted for a total of 8,370 training hours.

The Advanced Practicum, designed to train students in the art of diagnosis and treatment of speech disorders associated with structural, neuropathological, and "stuttering" problems had 53 students which accounted for 5,300 training hours.

II. Patient Care

The students in the Clinic had an opportunity of seeing an average of 138 patients per month for diagnosis or treatment.

In addition, approximately 40 OSU students were treated for voice and/or speech problems each quarter.

III. Types of Disorders

The following kinds of patients were available for our student training program in speech and hearing:

- | | |
|-----------------------|------------------------------|
| 1. Articulation Delay | 8. Foreign Dialect |
| 2. Language Delay | 9. Cerebral Palsy |
| 3. Esophageal Speech | 10. Diagnostic Hearing Tests |
| 4. Aphasia | 11. Hearing Aid Evaluation |
| 5. Vocal Disorders | 12. Lip Reading Problems |
| 6. Stuttering | 13. Auditory Training |
| 7. Cleft Palate | 14. Deafness (Language) |

IV. Clinical Training - Extension Program

- a. On campus we were associated with various medical and dental departments for additional training of our students in diagnostic and treatment procedures.
- b. In cooperation with the Ohio Department of Health, we engaged in four Community Centered Treatment Clinics in Bellefontaine, Circleville, Coshocton, and Lancaster which were operated on Saturdays. This provided additional experience for our students, particularly in the area of group therapy techniques.

XV. THE OHIO HIGH SCHOOL SPEECH LEAGUE

ORGANIZATION: The Ohio High School Speech League is jointly sponsored and supported by the participating Ohio high schools and by the OSU Department of Speech. During 1968-69, the League membership was 289 schools, divided into 17 geographical districts each of which has a district committee elected by the member schools. Overall League affairs are supervised by an Executive Committee, the members of which are likewise elected by the members schools. This Executive Committee is comprised of 17 high-school speech and/or drama teachers elected at large for a three-year term of office, plus the Chairman of the OSU Department of Speech who is an ex-officio member. The State Office and activities are conducted by the Executive Director, Floyd E. Merritt, and the Secretary, Donna Walls. OHSSL is an affiliate of the Ohio Speech Association and the National University Extension Association and also works in cooperation with the National Forensic League, the National Thespian Society, and the American Forensic Association.

PURPOSE: The purpose of the League includes these major objectives:

- * To provide guidance and aid to Ohio high-school directors of debate, speech, and drama in the development of their curricular and co-curricular work in those areas.
- * To provide extended opportunities for the effective speech training of high-school students in their educational, civic, social, and ethical development.
- * To supervise the conducting of practice, district, and state tournaments in debate, extempore speaking, original oratory, oral interpretation, radio announcing, drama, and readers theatre.

SERVICES: Membership in The Ohio High School Speech League affords the following services:

FALL INVITATIONAL DEBATE TOURNAMENT * Sponsored by the League each fall, this tournament is open to all members who wish to participate. The tournament has no registration fee, includes three divisions (cross-question, conventional novice and experienced), and is held on the OSU campus. In 1968, 560 students representing 140 teams participated in this tournament.

DEBATE MATERIALS * Each year the League Office obtains debate materials at quantity prices dealing with the current problem area from the National University Extension Association. Member schools can then purchase these materials from the League at lower cost.

STATE FORENSIC FINALS * This competition held at The Ohio State University each March is the two-day, statewide finals for qualifiers from the district tournaments in debate and individual events. In 1969, 465 students representing 130 schools participated in the Finals.

STATE DRAMA FINALS * District qualifiers compete on the OSU campus in April in the state finals contests for drama, readers theatre, oral interpretation, and radio announcing. In 1969, 208 students from 62 schools participated in this two-day event.

NEWSLETTER * The official news organ of OHSSL, the Newsletter is sent to member schools bi-monthly during the regular school year and furnishes information vital to the League and pertinent to secondary speech programs.

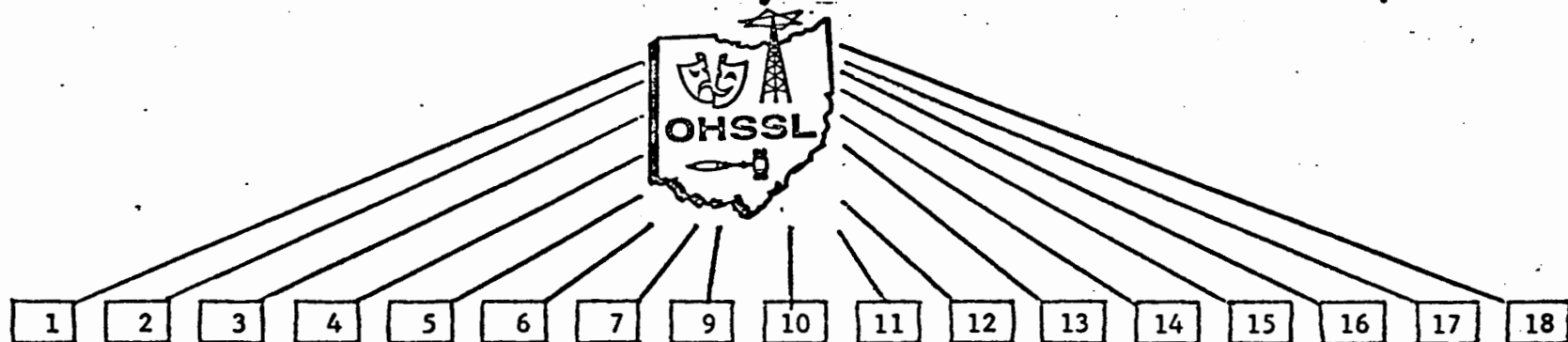
THE OHIO HIGH SCHOOL SPEECH LEAGUE

ORGANIZATION

EXECUTIVE COMMITTEE (elected state-wide)

Jerome Boone (Chairman), Akron North High School
Leah Funck (Secretary), Kettering Fairmont West High School
Arlene Akerman, Kettering Fairmont East High School
George Bang, Sylvania High School
Jack Dorricott, Kent State University School
William Dykins, Youngstown Boardman High School
Sister Donna Emerson, Cleveland St. Joseph Academy
Jesse McDowell, North Canton Hoover High School
Reverend John Miday, Cleveland St. Ignatius High School
Sister Rosemary, Youngstown Ursuline High School
Loren Shearer, Dayton Oakwood High School
Fredericka Thompson, Port Clinton High School

Dr. Keith Brooks, Chairman, OSU Department of Speech



17 DISTRICTS (divided geographically)

1 District Committee of 3 (Chairman and 2 members)
supervises League activities in each district.

XVI.

1968 - 1969 DEPARTMENTAL FACULTY & STAFFADMINISTRATION

Keith Brooks, Chairman
 John Black, Research Director (acting)
 Wallace C. Fotheringham, Graduate Director
 James L. Golden, Undergraduate Director
 James E. Lynch, Executive Assistant
 Martha E. Field, Administrative Assistant

PROFESSORS

John W. Black
 Keith Brooks
 Jack E. Douglas
 Walter Emery
 Wallace C. Fotheringham
 James L. Golden
 Richard B. Hull
 Ruth Beckey Irwin
 Franklin H. Knowler
 George L. Lewis
 James E. Lynch
 Richard M. Mall
 Robert W. Wagner

PROFESSORS EMERITI

Henry M. Moser
 Harrison B. Summers
 Earl W. Wiley
 W. Hayes Yeager

ASSOCIATE PROFESSORS

Marie Brittin
 William H. Ewing
 Sheila M. Goff
 Patti Grubb
 Robert R. Monaghan
 Richard D. Rieke
 Donald R. Riley
 Kathryn Schoen

ASSISTANT PROFESSORS

John B. Brannon, Jr.
 Robert E. Dorrell (Newark)
 Allen E. Koenig
 Harold L. Lawson
 William Melnick
 Theodore L. Nielsen
 Ernest Nilo
 Vern L. Reynolds

ADJUNCT ASSISTANT PROFESSORS

Edward Abernathy
 William A. Grimm
 Sidney Hormell

INSTRUCTORS

Michael Brunt
 Thomas Harrison
 Charles A. Rodgers (Lima)
 Harriet Rudolph (Mansfield)

LECTURER

Harold Edmondson (Summer 1968)

FELLOWS

Edward L. Aleo (American Cancer)
 Sandra Bennett (NDEA)
 James Bobula (NDEA)
 Debora Bush (University)
 William Cathcart (University)
 Dean Christopher (Office of
 Education)
 Ronald Geizer (Medical
 Communications)
 Lee Grant (OE)
 Elaine Hairston (Medical
 Communications)
 John Mason (University)
 Sharon Ruhly (NDEA)
 Margaret Shrewsbury (OE)
 Thomas Smith (University)
 Delores Walker (OE)

GRADUATE ASSOCIATES (Doctoral)Administrative

Thomas Tortoriello

GRADUATE ASSOCIATES (Doctoral)Laboratory

Gloria Toliver
Charlena Seymour

Research

Emilio Perez
Keith Young

Teaching

Dennis Alexander
Ladimir Burgin
William L. Cathcart
William H. Cianci
Vivian Dicks
Floyd E. Earle
Gilbert Effron
Michael Erlich
Leonard Ferrante
Mary Sue Garlinger
Robert Heinemann
Patricia Hubbard
William Lucht
Floyd E. Merritt
Robert W. Mullen
Elizabeth Pflaumer
Sally Ann Plummer
William T. Schmid
Thomas H. Smith
David Spidal
Joel Swabb
Roger Swift
Alexander Toogood
Jyu Jy Ueng

GRADUATE ASSISTANTS (Masters)Administrative

Fredric Saunier

Teaching

Mary Adams
Steven Keller
Daniel Levoff
Douglas W. Ohlin
Dorothy Pressman
Jeffrey L. Simon

TRAINEES (Masters)

Carolyn Bird (SRS)
Olivia Campbell (SRS)
Sharon Clark (SRS)
Nancy Greiselhuber (SRS)
Mary Elizabeth Jacobs (SRS)
Renee Jameson (SRS)
Susan Jay (SRS)
Susan Mattingly (SRS)
Marilee Moore (SRS)
Joan Payne (SRS)
Carol Ann Rhoades (SRS)
Carol Roseman (SRS)
Robertta Seale (SRS)
Harry Seymour (SRS)
Ruthe Tex (SRS)

TRAINEES (Doctoral)

Lawrence Buxton (ODH)
Vincent Lustig (PHS)
Gerald Moses (PHS)
Chester Palen (PHS)

RESEARCH ASSOCIATES (Non-student)

Elizabeth H. Hooker
Elizabeth G. Jancosek

RESEARCH ASSISTANTS (Non-student)

Rose Houck
Judith Long

TECHNICAL ASSISTANT (Non-student)

Judith Pinkerton

AIDES (Undergraduate)Laboratory (Radio)

Summer 1968
Carl Hemmeler III

Autumn 1968

Thomas J. Robinson
Lawrence McVan
Harry Kingdom

AIDES (Undergraduate)

Laboratory (Radio)

Winter 1969

Daniel Ryan

John Potter

Steven Salser

Steven Cox

Michael Mahone

Spring 1969

Robert Evans

Michael Mahone

John Potter

AIDESResearch

Barbara Arnold
Paul Browning
Cheryl McGregor

TECHNICIANS

Preston C. Carmichael
Claude Lambert
Kenneth Weaver

OFFICE (Clerical)

Sally Bianco
Mary Frances Brown
Linda Corbitt
Judith Dettloff
Carole Jacobson
Alice Morrill
Karen Moses
Donna Walls
Thoris Whittington

RESIGNATIONS

- (1) Professor James E. Lynch (Broadcasting) to University of Massachusetts
- (2) Assistant Professor John B. Brannon (Audiology) to University of Louisville
- (3) Assistant Professor Allen E. Koenig (Broadcasting) to American Association of University Professors, Washington, D.C.
- (4) Assistant Professor Harold L. Lawson (Rhetoric) to Western Illinois University
- (5) Assistant Professor Theodore L. Nielsen (Broadcasting) to University of Massachusetts
- (6) Instructor Charles A. Rodgers (Lima Branch) to Valencia Community College, Florida

NEW FACULTY 1969-1970

- (1) Professor Goodwin Berquist (Rhetoric) from University of Wisconsin-Milwaukee
- (2) Assistant Professor Joseph Foley (Broadcasting) from American University, Washington, D.C.
- (3) Assistant Professor William Steis (Broadcasting) from Ohio State University
- (4) Assistant Professor Clayton Lowe (Broadcasting) from Ohio State University
- (5) Assistant Professor Joseph Perozzi (Speech Pathology) from University of Washington
- (6) Assistant Professor Clayton Wilcox (Audiology) from Case Western Reserve University
- (7) Assistant Professor Floyd Earle (Speech Pathology) from Ohio State University
- (8) Instructor Teresa Barnes (Lima Branch) from Bowling Green State University

XVII. ENROLLMENTS AND EXPENDITURES

Due to the separation of Speech and Theatre, both enrollments and expenditures dropped for the 1968-1969 academic year. Total enrollments of 8,502 for 1968-1969 as compared to 12,846 for 1967-1968 reflect the loss of the nineteen theatre courses (particularly Theatre 165 which accounted for approximately 4,000 students). The drop in expenditures likewise reveals the loss of faculty, materials, production, and printing costs. For further details see Appendices V and VI.

XVIII. CURRICULUM

Three new courses were added and three number changes occurred. The three courses added were Speech 777 and 778, "Teaching of American Speech to Speakers of Other Languages," and Speech 330, "The Rhetoric of Negro Americans." Each of these courses was offered for three hours of credit. The number changes involved Speech 890, which was changed to 990; and Speech 894, which was changed to 994, and Speech 245 which was changed to 545.

APPENDIX I

ADMINISTRATION

1936-1937

President: George W. Rightmire
 Vice President: J. Lewis Morrill
 Dean (College of Arts & Sciences): Wilbut H. Siebert (Acting)
 Jr. Dean: Huntley Dupre
 Department Chairman: Victor A. Ketcham

1937-1938

President: George W. Rightmire
 Vice President: J. Lewis Morrill
 Dean (College of Arts & Sciences): Bland L. Stradley
 Jr. Dean: D. Luther Evans
 Department Chairman: Victor A. Ketcham

1938-1940

President: William McPherson (Acting)
 Vice President: J. Lewis Morrill
 Dean (College of Arts & Sciences): Bland L. Stradley
 Jr. Dean: D. Luther Evans
 Department Chairman: Victor A. Ketcham

1940-1942

President: Howard Landis Bevis
 Vice President: J. Lewis Morrill
 Dean (College of Arts & Sciences): Bland L. Stradley
 Jr. Dean: D. Luther Evans
 Department Chairman: Victor A. Ketcham

1942-1943

President: Howard Landis Bevis
 Vice President: Harvey H. Davis
 Dean (College of Arts & Sciences): Bland L. Stradley
 Jr. Dean: D. Luther Evans
 Department Chairman: Victor A. Ketcham

1943-1944

President: Howard Landis Bevis
 Vice President: Harvey H. Davis
 Dean (College of Arts & Sciences): Bland L. Stradley
 Jr. Dean: William S. Guthrie (Acting)
 Department Chairman: Earl W. Wiley (Acting)

1944-1945

President: Howard Landis Bevis
 Vice President: Harvey H. Davis & Bland L. Stradley
 Dean (College of Arts & Sciences): Harlan H. Hatcher
 Jr. Dean: William S. Guthrie (Acting)
 Department Chairman: Earl W. Wiley (Acting)

1945-1946

President: Howard Landis Bevis
 Vice Presidents: Harvey H. Davis & Bland L. Stradley
 Dean (College of Arts & Sciences): Harlan H. Hatcher
 Jr. Dean: William S. Guthrie (Acting)
 Department Chairman: W. Hayes Yeager

1946-1948

President: Howard Landis Bevis
 Vice Presidents: Harvey H. Davis & Bland L. Stradley
 Dean (College of Arts & Sciences): Harlan H. Hatcher
 Jr. Dean: Frederic W. Heimberger (Assistant Dean)
 Department Chairman: W. Hayes Yeager

1948-1949

President: Howard Landis Bevis
 Vice Presidents: Bland L. Stradley & Harlan H. Hatcher
 Dean (College of Arts & Sciences): Frederic W. Heimberger (Acting)
 Jr. Dean: William S. Guthrie
 Department Chairman: W. Hayes Yeager

1949-1951

President: Howard Landis Bevis
 Vice Presidents: Bland L. Stradley & Harlan H. Hatcher
 Dean (College of Arts & Sciences): Frederic W. Heimberger
 Jr. Dean: J. Osborn Fuller (Assistant Dean)
 Department Chairman: W. Hayes Yeager

1951-1952

President: Howard Landis Bevis
 Vice Presidents: Bland L. Stradley & Frederic W. Heimberger
 Dean (College of Arts & Sciences): J. Osborn Fuller (Acting)
 Jr. Dean: William S. Guthrie
 Department Chairman: W. Hayes Yeager

1952-1956

President: Howard Landis Bevis
 Vice President: Bland L. Stradley & Frederic W. Heimberger
 Dean (College of Arts & Sciences): James F. Fullington
 Jr. Dean: J. Osborn Fuller (Associate Dean)
 Department Chairman: W. Hayes Yeager

1956-1957

President: Novice G. Fawcett
 Vice President: Bland L. Stradley & Frederic W. Heimberger
 Dean (College of Arts & Sciences): James F. Fullington
 Jr. Dean: J. Osborn Fuller & William S. Guthrie (Associate Deans)
 Harold F. Harding (Assistant Dean)
 Department Chairman: W. Hayes Yeager

1957-1958

President: Novice G. Fawcett
 Vice President: Jacob B. Taylor & Frederic W. Heimberger
 Dean (College of Arts & Sciences): J. Osborn Fuller
 Jr. Dean: W. Todd Furniss, Grant L. Stahly & Robert A. Oetgen
 (Assistant Deans)
 Department Chairman: W. Hayes Yeager

1958-1959

President: Novice G. Fawcett
 Vice President: Frederic W. Heimberger & Gordon B. Carson
 Dean (College of Arts & Sciences): J. Osborn Fuller
 Jr. Dean: W. Todd Furniss, Grant L. Stahly, Robert A. Oetgen &
 G. Robert Holsinger (Assistant Deans)
 Department Chairman: W. Hayes Yeager

1959-1960

President: Novice G. Fawcett
 Vice President: Frederic W. Heimberger & Gordon B. Carson
 Dean (College of Arts & Sciences): J. Osborn Fuller
 Jr. Dean: W. Todd Furniss, Grant L. Stahly, Robert A. Oetgen
 G. Robert Holsinger & James B. Christoph (Assistant Deans)
 Department Chairman: W. Hayes Yeager

1960-1961

President: Novice G. Fawcett

Vice President: Frederic W. Heimberger, Gordon B. Carson &
John T. Mount

Dean (College of Arts & Sciences): J. Osborn Fuller

Jr. Dean: W. Todd Furniss, Grant L. Stahly, Robert A. Oetgen

G. Robert Holsinger & James B. Christoph (Assistant Deans)

Department Chairman: W. Hayes Yeager

1961-1962

President: Novice G. Fawcett

Vice President: Frederic W. Heimberger, Gordon B. Carson, &
John T. Mount

Dean (College of Arts & Sciences): J. Osborn Fuller

Jr. Dean: W. Todd Furniss & Robert Oetgen (Associate Deans),

Grant L. Stahly (Assistant Dean)

Department Chairman: W. Hayes Yeager

1962-1963

President: Novice G. Fawcett

Vice President: Frederic W. Heimberger, Gordon B. Carson, &
John T. Mount

Dean (College of Arts & Sciences): J. Osborn Fuller

Jr. Dean: W. Todd Furniss & Edward Q. Moulton (Associate Deans)

Grant L. Stahly, Robert E. Oates, & John J. Stephens
(Assistant Deans)

Department Chairman: W. Hayes Yeager

1963-1964

President: Novice G. Fawcett

Vice President: Frederic W. Heimberger, Gordon B. Carson,
John T. Mount & Alfred B. Garrett

Dean (College of Arts & Sciences): J. Osborn Fuller

Jr. Dean: W. Todd Furniss, Edward Q. Moulton & Leon I. Twarog

(Associate Deans) Grant L. Stahly, Robert E. Oates, &
John J. Stephens (Assistant Deans)

Department Chairman: W. Hayes Yeager

1964-1965

President: Novice G. Fawcett

Vice President: John C. Weaver, Gordon B. Carson, Alfred B. Garrett,
John T. Mount, John E. Corbally, Jr.

Dean (College of Arts and Sciences): J. Osborn Fuller

Jr. Dean: Robert A. Oetgen & William B. Boyd (Associate Deans)

James G. Martin & Robert E. Oates (Assistant Dean)

Department Chairman: W. Hayes Yeager

1966-1968

President: Novice G. Fawcett

Vice President: Gordon B. Carson, Alfred B. Garrett, John T. Mount,
John E. Corbally, Jr. (Vice President & Provost)

Dean (College of Arts and Sciences): Robert A. Oetgen

Jr. Dean: John W. Gustad (Associate Dean), C. Grey Austin,
James G. Martin, & Robert E. Oates (Assistant Deans)

Department Chairman: W. Hayes Yeager

1968-1969

President: Novice G. Fawcett

Vice President: John T. Bonner, Gordon B. Carson, Alfred B. Garrett,
John T. Mount, John E. Corbally, Jr. (Vice President
and Provost)

Dean (College of Social & Behavioral Sciences: Paul G. Craig

Assistant Deans: James G. Martin (Associate Dean, S. Earl Brown,
Julia L. Marine, (Assistant Deans)

Department Chairman: Keith Brooks

APPENDIX II

FACULTY - YEARS OF SERVICE - POSITION

II. FACULTY MEMBERS

A complete history of each faculty member, including his background and accomplishments, would require excessive space. Indeed, a report of publications alone would be quite lengthy. A study made in 1959 by present Chairman, Keith Brooks, revealed that the Ohio State faculty led all other speech departments in the number of contributions to the three official periodicals of the Speech Association of America -- the Quarterly Journal of Speech, Speech Monographs and The Speech Teacher. The record of eighty-eight articles published by the speech faculty of Ohio State over the period 1935 to 1958 was followed by Northwestern University with seventy-three articles, University of Illinois with seventy-one, University of Wisconsin with sixty-six, State University of Iowa with sixty-four and the University of Minnesota with sixty. The study also noted that Ohio State Professors Franklin H. Knower and John W. Black ranked first and fourth, respectively, among individuals who had contributed the most articles in the period 1935 to 1958.* The publication activity of the faculty of The Ohio State University Department of Speech is also substantiated in speech textbooks, regional speech journals and numerous other professional journals.

* Keith Brooks, "A Tabular Summary of the Journals of The Speech Association of America: 1935-1958," Speech Monographs, Vol. XXVI, No. 4, November, 1959, pp. 313-318.

A brief account of each faculty member with the rank of Instructor or above is intended to relate his educational background and his years of service in The Ohio State University Department of Speech; however, this by no means gives a complete picture of his contributions to the Department or to the field of speech.

AINSWORTH, STANLEY

1947-1949

A.B. Michigan State Normal College, 1933

M.A. State University of Iowa, 1937

Instructor in Speech, O.S.U., 1947-1949

ANDERSON, THOMAS B.

1947-1954

B.S. Washington University, 1939

M.S. Butler University, 1947

Ph.D. Ohio State University, 1952

Instructor in Speech, O.S.U., 1947-1953

Assistant Professor of Speech, O.S.U., 1953-1954

ANDREASON, EDWARD AUSTIN

1956-1958

B.A. Michigan State College, 1949

M.A. Michigan State College, 1955

Instructor of Speech, O.S.U., 1956-1958

BAHN, EUGENE

1937-1946

B.A. University of Wisconsin, 1929

M.A. University of Wisconsin, 1930

Ph.D. University of Wisconsin, 1935

Assistant Professor of Speech, O.S.U., 1937-1946

BERQUIST, GOODWIN FAUNTLEROY, JR.

1956-1961

B.A. Ohio Wesleyan University, 1952

M.A. Pennsylvania State University, 1954

Ph.D. Pennsylvania State University, 1958

Instructor of Speech, O.S.U., 1956-1961

*BLACK, JOHN WILSON

1949-Present

A.B. Wabash College, 1927

M.A. State University of Iowa, 1930

Ph.D. State University of Iowa, 1935

Professor of Speech, O.S.U., 1949-Present

BOST, JAMES STEPHEN

1959-1961

A.B. University of Illinois, 1947

A.M. University of Illinois, 1951

Instructor of Speech, O.S.U., 1959-1961

*Over twenty years of service.

BOWEN, ROY H. 1956-Present

A.B. Otterbein University, 1933
 M.A. Northwestern University, 1940
 Ph.D. Ohio State University, 1951
 Assistant Instructor of Speech, O.S.U., 1946-1949
 Assistant Professor Speech, O.S.U., 1949-1958
 Associate Professor of Speech, O.S.U., 1958-1964
 Professor of Speech, O.S.U., 1964 Theatre - Present

BRANNON, JOHN BURTON, JR. 1964-Present

B.A. in Ed., University of Kentucky, 1953
 M.A. University of Kentucky, 1958
 Ph.D. Northwestern University, 1964
 Assistant Professor of Speech, O.S.U., 1964-Present

BROOKS, KEITH 1955-Present

B.S. University of Wisconsin, 1949
 M.S. Ohio State University, 1949
 Ph.D. Ohio State University, 1955
 Instructor of Speech, O.S.U., 1955-1956
 Assistant Professor of Speech, O.S.U., 1956-1961
 Associate Professor of Speech, O.S.U., 1961-1966
 Professor of Speech, O.S.U., 1966-Present

BRITTEN, MARIE 1964-Present

B.S. Northwestern University, 1941
 M.A. University of Iowa, 1942
 Ph.D. Northwestern University, 1950
 Associate Professor, O.S.U., 1964-Present

BRUNT, MICHAEL ALLEN 1968-Present

B.A. Allegheny College, 1962
 M.A. University of Pittsburgh
 Ph.D. University of Kansas, 1968
 Assistant Professor of Speech, O.S.U., 1968-Present

CARMACK, PAUL A.

1946-1963

A.B. DePauw University, 1929
 M.S. Butler University, 1942
 Ph.D. Syracuse University, 1949
 Instructor of Speech, O.S.U., 1946-1949
 Assistant Professor of Speech, O.S.U., 1949-1953
 Associate Professor of Speech, O.S.U., 1953-1963
 (Deceased December 27, 1963)

CARRELL, JAMES

1936-1939

A.B. Nebraska Wesleyan University, 1927
 M.A. Northwestern University, 1929
 Ph.D. Northwestern University, 1936
 Assistant Professor of Speech, O.S.U., 1936-1939

COTTON, JACK C.

1930-1937

A.B. Maryville College (Tennessee), 1929
 M.S. Ohio State University, 1930
 Ph.D. Ohio State University, 1936
 Graduate Assistant in Physics, O.S.U., 1930-1931
 Assistant in Phonetics, O.S.U., 1931-1936
 Instructor of Speech, O.S.U., 1936-1937

CREPEAU, GEORGE PAUL

1959-Present

B.S. University of Michigan, 1949
 M.A. University of Michigan, 1950
 Ph.D. Cornell University, 1961
 Assistant Professor of Speech, O.S.U., 1959-1964
 Associate Professor of Speech, O.S.U. 1964 - Present Theatre

DEWEY, WALTER SAFFORD

1957-1966

B.A. Antioch College, 1938
 M.F.A. State University of Iowa, 1947
 Ph.D. State University of Iowa, 1952
 Associate Professor of Speech, O.S.U., 1957-1966

DIETRICH, JOHN

1955-1959

B.A. University of Wisconsin, 1937
 M.A. University of Wisconsin, 1941
 Ph.D. University of Wisconsin, 1945
 Professor of Speech, O.S.U., 1955-1959

DODEZ, M. LEON

1961-1962

B.S. Ohio State University, 1957
M.A. Ohio State University, 1960
Ph.D. Ohio State University, 1963
Instructor of Speech, O.S.U., 1961-1962

DORRELL, ROBERT

B.F.A. Drake University, 1949
M.A. Western Reserve University, 1950
Ph.D. Ohio State University, 1969
Instructor of Speech, O.S.U., 1967-1968
Assistant Professor of Speech, O.S.U., 1968-Present

DOUNDA, MARK E.

1959-1962

B.S. Ohio State University, 1949
M.A. Ohio State University, 1956
Ph.D. Ohio State University, 1962
Assistant Instructor of Speech, O.S.U., 1959-1961
Instructor of Speech, O.S.U., 1961-1962

DOUGLAS, JACK

1967-Present

A.B. University of Oklahoma, 1936
M.A. Northwestern University, 1941
Ph.D. Northwestern University, 1951
Professor of Speech, O.S.U., 1967 - Present

DUBNER, HAROLD H.

1937-1938

B.S. University of Chicago, 1934
M.D. University of Chicago, 1937
Instructor of Speech, O.S.U., 1937-1938

EAKINS, ROLLIN G.

1962-1964

A.B. Wittenberg University, 1951
B.S. Wittenberg University, 1953
M.A. Kent State University, 1959
Instructor of Speech, O.S.U., 1962-1964

EMERY, WALTER B.

1940-1945

B.A. Oklahoma Baptist University, 1929
 LL. B. University of Oklahoma, 1934
 Ph.D. University of Wisconsin, 1938
 Assistant Professor of Speech, O.S.U., 1940-1945
 Professor of Speech, O.S.U., 1968-Present

EMSLEY, BERT

1924-1960

B.A. Harvard University, 1911
 Ph.D. Ohio State University, 1929
 Instructor in English, O.S.U., 1924-1936
 Instructor in Speech, O.S.U., 1936-1938
 Assistant Professor of Speech, O.S.U., 1938-1946
 Associate Professor of Speech, O.S.U., 1946-1959
 Professor Emeritus, O.S.U., 1959-1960
 (Deceased March 30, 1960)

***EWING, WILLIAM H.**

1939-Present

A.B. Rio Grande, 1922
 M.A. Northwestern University, 1929
 Ph.D. Ohio State University, 1942
 Assistant in Speech, O.S.U., 1939-1941
 Assistant Professor of Speech, O.S.U., 1942-1957
 Associate Professor of Speech, O.S.U., 1957-Present

FILLEY, FLORENCE SIMON

1959-1961

A.B. Indiana University, 1951
 M.A. Indiana University, 1956
 Instructor of Speech, O.S.U., 1959-1961

FISHER, CLETUS G.

1962-1963

B.S. Kent State University, 1949
 M.A. State University of Iowa, 1950
 Ph.D. Ohio State University, 1963
 Instructor of Speech, O.S.U., 1962-1963

***Over twenty years of service.**

***FOTHERINGHAM, WALLACE**

1947-Present

A.B. Muskingum College, 1935
 M.A. Northwestern University, 1941
 Ph.D. Ohio State University, 1951
 Instructor in Speech, O.S.U., 1947-1951
 Assistant Professor of Speech, O.S.U., 1951-1956
 Associate Professor of Speech, O.S.U., 1956-1964
 Professor of Speech, O.S.U., 1964-Present

GERHARD, ROBERT H.

1944-1946

B.A. Franklin and Marshall College, 1926
 M.A. Ohio State University, 1932
 Ph.D. Ohio State University, 1945
 Instructor in Japanese, O.S.U., 1943-1944
 Instructor in Speech, O.S.U., 1944-1945
 Assistant Professor of Speech, O.S.U., 1945-1946

GLANCY, DONALD R.

1963-Present

A.B. DePauw University, 1949
 M.A. Indiana University, 1959
 Assistant Professor of Speech, O.S.U., 1963-Present Theatre

GLANDER, C. EMORY

1927-1940

B.A. Ohio State University, 1925
 LLB Ohio State University, 1930
 Assistant in English, O.S.U., 1927-1936
 Assistant in Speech, O.S.U., 1936-1940

GOFF, SHEILA MORRISON

1956-Present

B.S. Ohio University, 1945
 M.A. Ohio University, 1947
 Ph.D. Ohio State University, 1955
 Assistant Professor of Speech, O.S.U., 1956-1964
 Associate Professor of Speech, O.S.U., 1964-Present

GOLDEN, JAMES L.

1966-Present

B.A. George Washington University, 1947
 M.A. Ohio State University, 1948
 Ph.D. University of Florida, 1953
 Professor of Speech, O.S.U. 1966-Present

***Over twenty years of service.**

GOYER, ROBERT S.

1955-1958

A.B. DePauw University, 1948
 M.A. Miami University, 1950
 Ph.D. Ohio State University, 1955
 Instructor of Speech, O.S.U., 1955-1956
 Assistant Professor of Speech, O.S.U., 1956-1958

GRIMM, WILLIAM ARTHUR

1967-Present

B.S. Ohio State University, 1948
 M.A. Ohio State University, 1954
 Ph.D. Ohio State University, 1965
 Adjunct Assistant Professor of Speech, O.S.U., 1967-Present

GRUBB, PATTI MURRAY

1967-Present

B.A. University of Denver, 1949
 M.A. University of Southern California, 1950
 Ph.D. University of Illinois, 1965
 Associate Professor of Speech, O.S.U., 1967-Present

HARDING, HAROLD F.

1946-1966

A.B. Hamilton College, 1925
 M.A. Cornell University, 1929
 Ph.D. Cornell University, 1937
 Professor of Speech, O.S.U., 1946-1966

HARRISON, THOMAS DAIL

1968-Present

B.A. University of California at Santa Barbara, 1958
 M.A. University of Oklahoma, 1964
 Instructor of Speech, O.S.U., 1968-Present

HOAK, EUGENE

1946-1956

A.B. Wittenberg College, 1937
 M.A. Northwestern University, 1941
 Ph.D. Ohio State University, 1954
 Assistant in Speech, O.S.U., 1946-1947
 Instructor in Speech, O.S.U., 1947-1956

HULL, RICHARD B.

1956-Present

B.S. Iowa State College, 1938
 Director of Radio and Television; Professor and
 Research Associate, Bureau of Educational
 Research; Professor of Speech, O.S.U., 1956-Present

IRWIN, RUTH BECKEY

1949-Present

B.S. Kansas State Teachers College (Emporia), 1929
 M.A. University of Iowa, 1936
 Ph.D. University of Southern California, 1940
 Assistant Professor of Speech, O.S.U., 1949-1954
 Associate Professor of Speech, O.S.U., 1954-1963
 Professor of Speech, O.S.U., 1963-Present

JONES, FRANCES E.

1935-1946

B.A. Ohio State University, 1927
 M.A. Ohio State University, 1928
 Instructor in English, O.S.U., 1935-1936
 Instructor in Speech, O.S.U., 1936-1946

KIBLER, ROBERT J.

1959-1962

B.S. Ohio State University, 1957
 M.A. Ohio State University, 1959
 Ph.D. Ohio State University, 1962
 Instructor of Speech, O.S.U., 1959-1962

*KNOWER, FRANKLIN H.

1946-Present

B.A. Northwestern University, 1925
 M.A. Syracuse University, 1928
 Ph.D. University of Minnesota, 1938
 Professor of Speech, O.S.U., 1946-Present

KOENIG, ALLEN EDWARD

1967-Present

A.B. University of Southern California, 1961
 A.M. Stanford University, 1962
 Ph.D. Northwestern University, 1964
 Assistant Professor of Speech, O.S.U., 1967-Present

*Over twenty years of service.

LA GOURGUE, JOHN R.

1963-1966

B.A. LaSierra College, 1960
M.A. University of Denver, 1961
Instructor of Speech, 1963-1966

LAWSON, HAROLD

1967-1969

B.S.E. Kansas State Teachers College, 1962
M.S. Kansas State Teachers College, 1963
Ph.D. Ohio State University, 1967
Assistant Professor of Speech, O.S.U., 1967 - Present

LEWIS, GEORGE L.

1956-Present

B.S. Brigham Young University, 1941
M.A. Brigham Young University, 1947
Ph.D. University of Denver, 1954
Assistant Professor, Department of Education, O.S.U., 1956-1959
Associate Professor of Education and Speech, O.S.U., 1959-1965
Professor of Speech, O.S.U., 1965 - Present

LUPER, HAROLD L.

1951-1954

A.B. Western Michigan College of Education, 1949
Instructor in Speech, O.S.U., 1951-1954

LYNCH, JAMES E.

1960-Present

A.B. University of Michigan, 1948
M.A. University of Michigan, 1949
Ph.D. University of Michigan, 1955
Associate Professor of Speech, O.S.U., 1960-1963
Professor of Speech, O.S.U., 1963-Present

*MALL, RICHARD M.

1947-Present

B.S. Kansas State College, 1940
M.A. Ohio State University, 1949
Ph.D. Ohio State University, 1952
Assistant in Speech, O.S.U., 1947-1950.
Instructor in Speech, O.S.U., 1950-1953
Assistant Professor of Speech, O.S.U., 1953-1957
Associate Professor of Speech, O.S.U., 1957-1965
Professor of Speech, O.S.U., 1965-1967

*Over twenty years of service.

MASON, MARIE K.

1930-1949

B.A. Canisius College, 1924
 M.A. Ohio State University, 1932
 Ph.D. Ohio State University, 1941
 Lecturer in Phonetics, O.S.U., 1933-1934
 Instructor in Phonetics, O.S.U., 1933-1934
 Assistant Professor of Phonetics, O.S.U., 1934-1936
 Assistant Professor of Speech, O.S.U., 1936-1949
 (Deceased December 8, 1949)

MCDOWELL, JOHN H.

1945-Present

B.S. Boston University, 1929
 M.A. University of Washington, 1933
 Ph.D. Yale University, 1937
 Assistant Professor of Speech, O.S.U., 1945-1946
 Associate Professor of Speech, O.S.U., 1946-1950
 Professor of Speech, O.S.U., 1950-Present Theatre

MCGAW, CHARLES J.

1946-1957

A.B. University of Michigan, 1932
 M.A. University of Michigan, 1937
 Ph.D. University of Michigan, 1940
 Assistant Professor of Speech, O.S.U., 1946-1947
 Associate Professor of Speech, O.S.U., 1947-1957

MILLER, HERMAN ALLEN

1920-1939

B.A. Ohio State University, 1919
 A.M. Columbia University, 1920
 Instructor in English, O.S.U., 1920-1929
 Assistant Professor of English, O.S.U., 1929-1936
 Assistant Professor of Speech, O.S.U., 1936-1939

MINTA, BETTY W.

1961-1962

B.A. Brooklyn College, 1955
 Instructor of Speech, O.S.U., 1961-1962

MONAGHAN, ROBERT R.

1964-Present

B.A. Olivet College (Michigan), 1952
 M.A. Stanford University, 1959
 Ph.D. Michigan State University, 1964
 Associate Professor of Speech, O.S.U., 1964-Present

MORRIS, DELYTE W.

1946-1948

A.B. Park College, 1928
M.A. University of Maine, 1934
Ph.D. University of Iowa, 1936
Professor of Speech, O.S.U., 1946-1948

MORROW, JOHN CHARLES

1959-Present

B.S. Kent State University, 1956
M.A. University of Wisconsin, 1958
Ph.D., Ohio State University, 1963
Instructor of Speech, O.S.U., 1959-1964
Assistant Professor of Speech 1964-1968
Associate Professor of Theatre, 1968-Present

MOSER, HENRY M.

B.A. Ohio State University, 1924
M.A. University of Michigan, 1928
Ph.D. University of Iowa, 1936
Associate Professor of Speech, O.S.U., 1947-1949
Professor of Speech, O.S.U., 1949-1968
Professor Emeritus, 1968

MOSES, ELBERT R., JR.

1938-1946

A.B. University of Pittsburgh, 1932
M.S. University of Michigan, 1934
Ph.D. University of Michigan, 1936
Assistant Professor of Speech, O.S.U., 1938-1946

NIELSEN, THEODORE L.

1967-Present

B.A. State University of Iowa, 1955
M.A. University of Michigan, 1958
Assistant Professor of Speech, O.S.U., 1967-Present

NILO, ERNEST RICHARD

1959-1962

B.S. University of Wisconsin, 1953
M.A. University of Maryland, 1957
Instructor of Speech, O.S.U., 1959-1962

NIVEN, HAROLD

1956-1958

B.A. University of Denver, 1948
M.A. University of Stanford, 1949
Ph.D., O.S.U., 1958
Instructor of Speech, O.S.U., 1956-1958

O'NEILL, JOHN JOSEPH

1948-1959

B.S. Ohio State University, 1947
M.A. Ohio State University, 1951
Graduate Assistant in Speech, O.S.U., 1948-1949
Instructor in Speech, O.S.U., 1949-1951
Assistant Professor of Speech, O.S.U., 1951-1956
Associate Professor of Speech, O.S.U., 1956-1959

OYER, HERBERT J.

1955-1959

B.A. Bluffton College, 1943
M.S. Bowling Green State University, 1949
Ph.D. Ohio State University, 1955
Assistant Professor of Speech, O.S.U., 1955-1959

REYNOLDS, ELWIN C.

1956-1962

B.A. Idaho State College, 1950
M.S. University of Wisconsin, 1952
Instructor of Speech, O.S.U., 1956-1962

REYNOLDS, JERRY DEE

1967-Present

B.A. Hardin-Simmons University, 1955
M.A. Baylor University, 1962
Ph.D. Ohio State University, 1966
Assistant Professor of Speech, 1967-1968

REYNOLDS, VERN L.

B.S. San Diego State College, 1949
M.A. Stanford University, 1950
Assistant Professor of Speech, O.S.U., 1967-Present

RICKEY, JOHN THOMAS

1955-1958

B.S. Kent State University, 1943
M.A. Kent State University, 1951
Ph.D. Ohio State University, 1955
Assistant Professor of Speech, O.S.U., 1955-1958

RIEKE, RICHARD DAVIS

1958-Present

B.S. Southern Illinois University, 1957
M.A. Ohio State University, 1958
Ph.D. Ohio State University, 1964
Instructor of Speech, O.S.U., 1958-1964
Assistant Professor of Speech, O.S.U., 1964-1967
Associate Professor of Speech, O.S.U., 1967-Present

RIGGLE, ROBERT C. VON

1941-1942

B.A. Ohio State University, 1929
M.A. Ohio State University, 1931
Instructor of Speech, O.S.U., 1941-1942

*RILEY, DONALD W.

1929-Present

A.B. Miami University, 1927
M.A. Ohio State University, 1929
Ph.D. Ohio State University, 1944
Graduate Assistant in English, O.S.U., 1928-1929
Instructor in English, O.S.U., 1929-1936
Instructor in Speech, O.S.U., 1936-1944
Assistant Professor of Speech, O.S.U., 1944-1957
Associate Professor of Speech, O.S.U., 1957-Present

RITTER, CHARLES C.

1960-Present

B.A. University of Virginia, 1951
M.A. University of Florida, 1952
Ph.D. State University of Iowa, 1956
Assistant Professor of Speech, O.S.U., 1960-1967
Associate Professor of Speech (Theatre), 1967 - Present

ROBINSON, FRANK

1947-1951

A.B. Western Michigan College of Education, 1942
M.S. University of Minnesota, 1947
Instructor in Speech, O.S.U., 1947-1951

*Over twenty years of service.

ROGERS, CHARLES A.

1966-Present

B.S. Ohio State University, 1962
M.A. Ohio State University, 1964
Instructor of Speech, O.S.U., 1966-Present

ROSS, RAY S.

1954-1958

Ph.B. Marquette University, 1949
M.A. Marquette University, 1950
Ph.D. Purdue University, 1954
Instructor of Speech, O.S.U., 1954-1956
Assistant Professor of Speech, O.S.U., 1956-1958

RUDOLPH, HARRIET JANE

1967-Present

B.S. University of Arkansas, 1945
M.A. University of Arkansas, 1963
Instructor of Speech, O.S.U., 1967-Present

RUSSELL, GEORGE OSCAR

1925-1941

A.B. Brigham Young University, 1910
A.M. Columbia University, 1917
Ph.D. Columbia University, 1927
Assistant Professor of Romance Languages, O.S.U., 1925-1928
Associate Professor of Romance Languages, O.S.U., 1928-1929
Associate Professor of Phonetics, O.S.U., 1929-1930
Professor of Phonetics, O.S.U., 1930-1936
Professor of Speech, O.S.U., 1936-1941

SANDERSON, VIRGINIA SOMES

1932-1963

A.B. University of California, 1918
M.A. University of California, 1919
Ed. D. University of California, 1928
M.A. Columbia University, 1931
Associate Professor of English and Speech Education, O.S.U.
1932-1936
Assistant Director of University School, O.S.U., 1934-1938
Professor of English and Speech Education, University School,
O.S.U., 1936-1938
Professor of Speech Education, O.S.U., 1938-1941
Professor in the Bureau of Special and Adult Education and
Professor of Speech, O.S.U., 1941-1963
Professor Emeritus, O.S.U., 1963

SCHLANGER, BERNARD

1962-1967

B.A. University of Wisconsin, 1937
M.A. University of Wisconsin, 1939
Ph.D. University of Wisconsin, 1952
Professor of Speech, O.S.U., 1962-1967

SCHOEN, KATHRYN TUCKER

1965-Present

B.A. Capital University, 1956
M.A. Ohio State University, 1962
Ph.D. Ohio State University, 1965
Instructor of Speech Education, 1965
Assistant Professor of Speech, O.S.U., 1966-1969
Associate Professor of Speech, 1969-Present

SCHRECK, EVERETT M.

B.S. Wesleyan University, 1923
M.S. Kansas State College, 1925
M.F.A. Yale University, 1932
Ph.D. Cornell University, 1942
Associate Professor of Speech, O.S.U., 1946-1967
Professor Emeritus, O.S.U., 1967

SCOTT, JOSEPH W.

1946-1947

A.B. University of Illinois, 1935
A.M. State University of Iowa, 1936
Assistant in Speech, O.S.U., 1946
Instructor in Speech and Technical Director of Drama Studio
Theatre, 1946-1947

SHULMAN, EDWARD

1947-1949

B.A. Western Michigan College of Education, 1939
M.S. University of Minnesota, 1940
Ph.D. University of Iowa, 1944
Assistant Professor of Speech, O.S.U., 1947-1949

SIFRITT, CLAUDE

1940-1948

B.A. Ohio Wesleyan University, 1918
M.A. University of Michigan, 1925
Graduate Assistant in Speech, O.S.U., 1940-1942
Instructor in Speech, O.S.U., 1942-1948

SMITH, DAVID H.

1963-1966

B.S. Ohio State University, 1957

M.A. Northwestern University, 1963

Instructor, O.S.U., 1963-1966

STROMSTA, COURTNEY P.

1956-1968

B.S. Western Michigan College, 1948

M.A. Ohio State University, 1951

Ph.D. O.S.U., 1956

Assistant Professor of Speech, O.S.U., 1956-1961

Associate Professor of Speech, O.S.U., 1961-1966

Professor of Speech, O.S.U., 1966-1968

SUMMERS, HARRISON B.

1946-1964

A.B. Fairmount College, 1917

M.A. University of Oklahoma, 1921

Ph.D. University of Missouri, 1931

Professor of Speech, O.S.U., 1946-1964

Professor Emeritus 1964

TAYLOR, RICHARD DUANE

1961-1963

B.S. University of Utah, 1955

M.S. University of Utah, 1957

Ph.D. Wayne State University, 1961

Assistant Professor of Speech, O.S.U., 1961-1963

TIMMONS, WILLIAM H.

1939-1945

A.B. Muskingum College, 1928

M.A. Columbia University, 1932

Ph.D. Columbia University, 1939

Assistant Professor of Speech, O.S.U., 1939-1945

TUCKER, CHARLES O.

1963-1965

B.S. Southern Illinois, 1954

M.A. University of Oklahoma, 1958

Ph.D. Ohio State University, 1963

Assistant Professor of Speech, O.S.U., 1963-1965

UTTERBACK, WILLIAM E.

1946-1963

A.B. Huron College, 1919

A.M. Dartmouth College, 1924

Ph.D. Cornell University, 1938

Associate Professor of Speech, O.S.U., 1946-1954

Professor of Speech, O.S.U., 1954-1963

Professor Emeritus, O.S.U., 1963

WAGNER, ROBERT W.

1966-Present

B.S. Ohio State University, 1940

M.A. Ohio State University, 1941

Ph.D. Ohio State University, 1953

Professor of Speech, O.S.U., 1966-Present

WOOTTON, VERNE B.

1946-1949

B.S. Ohio State University, 1938

M.A. Ohio State University, 1947

Instructor of Speech, O.S.U., 1946-1947

Assistant Instructor (part-time) in Speech, O.S.U., 1947-1949

APPENDIX III

**SPEECH FACULTY PUBLICATIONS
BOOKS AND JOURNAL ARTICLES**

JOHN WILSON BLACK

Books:

"Rufus Choate," in History and Criticism and American Public Address, ed. W.N. Brigrance. New York: McGraw-Hill, 1943.

A Brief Analysis of General Speech, Edwards Bros., 1948.

Speech: Code, Meaning, and Communication (with Wilbur C. Moore). New York: McGraw-Hill, 1955.

"Phonetics from the Viewpoint of Psychology," in Manual of Phonetics, ed. L. Kaiser. Amsterdam: North Holland Publishing Co., 1957.

American Speech for Foreign Students. Charles C. Thomas, 1963.

Multiple-Choice Intelligibility Tests. Interstate Printers and Publishers, 1963.

"Language Barriers and Language Training," in Communication Processes, ed. F. Geldard. Pergamon Press, 1964.

"Phonetics," in Introduction to the Field of Speech, ed. R. Reid. Glenview, Ill.: Scott Foresman, 1965.

"An Overview: Philosophy, Objectives, Content of Speech and Hearing Science" and "Speech and Hearing Science in Relation to Acoustics, Physiology, and Phonetics," in The Communicative Arts and Sciences of Speech, ed. K. Brooks. Columbus: Charles E. Merrill, 1967.

Articles:

"Webster's Peroration in the Dartmouth College Case," Quarterly Journal of Speech, XXIII, 4 (Dec., 1937), 636-642.

"The Quality of a Spoken Word." Archives of Speech, II, 1 (July, 1937), 7-27.

"Vowel Quality Before and After an Operation for an Occluded Nasal Passage." Speech Monographs, V, 1 (December 1938), 62-64.

"The Effects of the Consonant on the Vowel." Journal of the Acoustical Society of America, X, 3 (Jan., 1939), 203-205.

"The Stability of the Vowel." Quarterly Journal of Speech, XXV, 1 (Feb., 1939), 52-53/

- "A Study of Voice Merit," Quarterly Journal of Speech, XXVIII, 1 (Feb., 1942), 67-74.
- "Studies in Speech Intelligibility." Speech Monographs, VIII, 2 (1946), 64-68.
- "Training for Voice Communication" (with H. M. Mason). Journal of the Acoustical Society of America, XVIII, 2 (Oct., 1946), 441-445.
- "Implications for General Speech Education of War-Time Research on Voice and Articulation." Bulletin of the National Association of Secondary School Principals, XXXII, 151 (Jan., 1948), 108-117.
- "Training for Voice Communication at High Altitudes." Journal of Aviation Medicine, XIX, 1 (1948).
- "The Intensity of Oral Responses to Stimulus Words." Journal of Speech and Hearing Disorders, XIV, 1 (1949), 16-22.
- "Loudness of Speaking: The Effect of Heard Stimuli on Spoken Responses." Journal of Experimental Psychology, XXXIX, 3 (June, 1949), 311-315.
- "Natural Frequency, Duration, and Intensity of Vowels in Reading." Journal of Speech and Hearing Disorders, XIV, 3 (1949), 216-221.
- "Inflection of Repeated Messages." Speech Monographs, XVI, 2 (1949), 214-217.
- "The Relation between Message Type and Vocal Rate and Intensity." Speech Monographs, XVI, 2 (1949), 217-220.
- "Precision of Articulation in Repeated Phrases." Central States Speech Journal, I, 1 (Nov., 1949), 8-11.
- "The Effects of Room Characteristics upon Vocal Intensity and Rate." Journal of the Acoustical Society of America, XXII, 2, 174-176.
- "A Compensatory Effect in Vocal Responses to Stimuli of Low Intensity." Journal of Experimental Psychology, XL, 3 (June, 1950), 396-397.
- "The Pressure Component in the Production of Consonants." Journal of Speech and Hearing Disorders, XV, 3 (Sept., 1950), 207-210.
- "Some Effects of Auditory Stimuli Upon Voice." Journal of Aviation Medicine, XXI, 3 (June, 1950), 251-255.

- "Some Effects upon Voice of Hearing Tones of Varying Intensity and Frequency While Reading." Speech Monographs, XVII, 1 (March, 1950), 95-99.
- "The Effect of Delayed Side-Tone upon Vocal Rate and Intensity." Journal of Speech and Hearing Disorders, XVI, 1 (March, 1951), 56-60.
- "The Effect of Noise-Induced Temporary Deafness upon Vocal Intensity." Speech Monographs, XVIII, 1 (March, 1951), 74-77.
- "An Experimental Study of the Evaluation of Hearing Aids" (with T.B. Anderson). Southern Speech Journal, 1951, 299-302.
- "The Influence of Loud Speaking on Pulmonary Gas Exchange" (with Hall, Neely, and Hall). Journal of Aviation Medicine, XXIII (June, 1952), 211-215.
- "Loud Voice Immediate Effects upon the Speaker" (with W.B. Tomlinson). Speech Monographs, XIX, 4 (Nov., 1952), 299-302.
- "Meaning of Randomized Messages" (with J.J. Dreher). Southern Speech Journal, 1952, 110-115.
- "Accompaniments of Word Intelligibility." Journal of Speech and Hearing Disorders, XVII, 4 (Dec., 1952), 409-418.
- "The Information of Sounds and Phonetic Digrams of One and Two-Syllable Words." Journal of Speech and Hearing Disorders, XIX, 4 (1954), 397-411.
- "The Loudness of Side-Tone." Speech Monographs, XXI, 4 (Nov., 1954), 301-305.
- "Systematic Research in Experimental Phonetics." Journal of Speech and Hearing Disorders, XIX, 2 (June, 1954), 140-146.
- "The Relative Intelligibility of Language Groups." Quarterly Journal of Speech, XLI, 1 (Feb., 1955), 57-60.
- "The Persistence of the Effects of Delayed Side-Tone." Journal of Speech and Hearing Disorders, XX, 1 (March, 1955), 65-68.
- "The Reception of Repeated and Overlapping Speech Patterns." Journal of The Acoustical Society of America, XXVII, 3 (May, 1955), 494-496.

- "Studies of Delayed Sidetone." (with A. Gemelli). Contributi Dell' Instituto Di Psicologia, Pubblicazioni Dell' Universita Cattolica Del Sacro Cuore, XLIX (Nov., 1955), 71-91.
- "The Voice in the Reading of Italian Phrases" (with A. Gemelli). Pubblicazioni Dell' Universita Cattolica Del Sacro Cuore, XLIX (Nov., 1955), 62-66.
- "Notes on Italian Vowels" (with Miqueline Guirao). Pubblicazioni Dell' Universita Cattolica Del Sacro Cuore, XLIX (Nov., 1955), 67-70.
- "Intelligibility as Related to the Path of Airborne Side-Tone" (with G. C. Tolhurst). Journal of Speech and Hearing Disorders, XXI, 2 (June, 1956), 173-178.
- "Multiple-Choice Intelligibility Tests." Journal of Speech and Hearing Disorders, XXII, 2 (June, 1957), 213-235.
- "Prediction of Missing Words in Sentences." Journal of Speech and Hearing Disorders, XXII, 2 (June, 1957), 236-240.
- "Pitch of Side-Tone" (with Scott Morrill and M. Malloy). Journal of Speech and Hearing Disorders, XXII, 3 (Sept., 1957), 339-342.
- "Reading of Messages of Different Types and Number of Syllables under Conditions of Delayed Side-Tone." Language and Speech, I, 3 (Sept., 1958), 211-217.
- "Observed and Predicted Estimates of Reliability of Aspects of a Speech Articulation Rating Scale" (with March, Weaver, and Morrison). Speech Monographs, XXV, 4 (Nov., 1958), 296-304.
- "Equally Contributing Frequency Bands in Intelligibility Testing." Journal of Speech and Hearing Research, II, 1 (March, 1959), 81-83.
- "The Voice of University Students in Italy and the United States." Pubblicazioni Dell' Universita Del Sacro Cuore, XLVIII (March, 1959), 119-122.
- "Number of Axis Crossings and the Intelligibility of Speech" (With C. Hixson). Journal of the Acoustical Society of America, XXXI, 10 (Oct., 1959), 1384-1385.
- "Predicting the Context of Short Phrases." Quarterly Journal of Speech, XLV, 3 (Oct., 1959), 299-304.

"Experimental Phonetics--What Experimental Phonetics has to Offer the Teacher of the Deaf," Reprint No. 737. Volta Review, Sept., 1960.

"Auditus." Quarterly Journal of Speech, XLVI, 3 (Oct., 1960).

"Predicting the Intelligibility of Words." Folia Phoniatica, XII, 4 (1960), 260-272.

"Aural Reception of Sentences of Different Lengths." Quarterly Journal of Speech, XLVII, 1 (February, 1961), 51-53.

"Speech Intelligibility: A Summary of Recent Research," Journal of Communication, XIX, 2 (June, 1961), 87-94.

"Relationships among Fundamental Frequency, Vocal Sound Pressure, and Rate of Speaking." Language and Speech, IV, 4 (Oct. - Dec., 1961), 196-199.

"Speech Reception with Altering Signal," (with M. Hast). Journal of Speech and Hearing Research, V 1 (March 1962), 70-75.

"Speech Training in Italy." Ohio Speech Journal, 1 (1962), 56-59.

"Multiple-Choice Intelligibility Tests, Forms A and B" (with C.H. Haagen). Journal of Speech and Hearing Disorders, XXVIII, 2 Feb., 1963), 77-86.

"Self-Administered Training in Lipreading" (with O'Reilly and Peck). Journal of Speech and Hearing Disorders, XXVIII, 2 (May, 1963), 183-186.

"Appropriate Materials for Self-Administered Training in Intelligibility" (with J. Kresheck). Journal of Speech and Hearing Disorders, XXIX, 1 (Feb., 1964), 70-75.

"The Prediction of the Effects of Combined Deterrents to Intelligibility" (with J. Agnello). Journal of Auditory Research, IV (1964), 277-284.

"Speech and Aural Comprehension of Foreign Students" (with Signh, Tosi, Takefuta, and Jancosek). Journal of Speech and Hearing Research, VIII, 1 (March, 1965), 43-48.

- The Effect of Context on Aural Perception of Words" (with G. Traul). Journal of Speech and Hearing Research, VIII, 4 (Dec., 1965), 363-369.
- "A Study of Nonsense Syllables Spoken by Two Language Groups in Varying Conditions of Sidetone and Reading Rate." Language and Speech, VIII, 4 (Jan., 1966), 208-213.
- "A Study of Twenty-Six Intervocalic Consonants as Spoken and Recognized by Four Language Groups" (with S. Singh). Journal of the Acoustical Society of America, XXXIX, 2 (Feb., 1966), 372-387.
- "A Study of Production of Five Basic Patterns of Speech Melody." Speech Teacher, XV, 3 (Sept., 1966), 175-179.
- "Self-Administered Procedures in Changing Pronunciation Dialect" (with C. Hurst and S. Singh). Journal of Speech and Hearing Research, IX, 2 (Sept., 1966), 248-252.
- "The Duration of Speech in Delayed Sidetone Conditions" (with S. Singh and S. Brokaw). Speech Monographs, XXXIII, 4 (Sept., 1966), 452-455.
- "A Study of Pauses in Oral Reading of One's Native Language and English" (with S. Singh and O. Tosi). Language and Speech, IX, 4 (Sept.-Dec., 1966), 237-241.
- "Preception of Foreign Accent in Japanese English by American, British, and Japanese Listeners" (with Yukio Takefuta.) Speech Monographs, XXXIII, 3 (Aug., 1966), 372-375.
- "Oral Copying of Heard Phrases" (with Lang, Singh, and Jancosak). Journal of Speech and Hearing Research, IX, 4 (Dec., 1966), 542-549.
- "A Self-Administered Technique in Auditory Training" (with M. E. Gillespie). Speech Monographs, XXXIV, 1 (March, 1967), 98-101.
- "A Study of Foreign Accent in Japanese English" (with Yukio Takefuta). Speech Monographs, XXXIV, 2 (June, 1967), 167-171.
- "Effects of Delayed Sidetone, Noise, and Syntactic Structure of the Level and Duration of Speech" (with S. Singh and S. Brokaw). Journal of Verbal Learning and Verbal Behavior, VI, 4 (Aug., 1967), 629-633.

"Effects of Delayed Feedback in Subjects with Unilateral Brain Lesions" With L. Pizzamiglio). Bollettino della Societa Italiana di Fonetica, Foniatria e Audiologia, XVI, 2 (1967), 69-78.

"Oral Reading of Aphasic Individuals." Journal of Communication Disorders, I (1967), 236-245.

"Speech Perception." International Encyclopedia of Social Sciences. New York: MacMillan and the Free Press, 1968.

JOHN BURTON BRANNON, JR.

Articles:

"The Perceptual Process in Speechreading" (with F. Kodman, Jr.). AMA Archives of Otolaryngology, LXX (1959), 114-119.

"The Speechreading of Various Speech Materials." Journal of Speech and Hearing Disorders, XXV (1961), 348-353.

"The Speech Production and Spoken Language of the Deaf." Language and Speech, IX (1966), 127-136.

"The Spoken Syntax of Normal, Hard-of-Hearing, and Deaf Children" (with T. Murry). Journal of Speech and Hearing Research, IX (1966), 604-610.

"Linguistic Word Classes in the Spoken Language of Normal Hard-of-Hearing and Deaf Children." Journal of Speech and Hearing Research, II (June, 1968), 279-287.

"A Comparison of Syntactic Structures in the Speech of Three- and Four-Year-Old Children." Language and Speech XI, 3 (July-Sept., 1968), 171-181.

KEITH BROOKS

Books:

Practical Speaking for the Technical Man (with John E. Dietrich). Englewood Cliffs, N.J.: Prentice-Hall, 1958.

The Communicative Arts and Sciences of Speech (ed.). Columbus: Charles E. Merrill Books, 1967.

The Communicative Act of Oral Interpretation (with Bahn and Okey). Boston: Allyn and Bacon, 1967.

Literature for Listening--An Oral Interpreter's Anthology. Boston:
Allyn and Bacon, 1968.

Articles:

"Some Basic Considerations in Scale Development." Central States Speech Journal, IX (Fall, 1957).

"The Construction and Testing of a Forced Choice Scale for Measuring Speaking Achievement." Speech Monographs, XXVII (1957).

"Looking Ahead with CSCJ." Central States Speech Journal, I (Autumn 1958).

"A Tabular Summary of the Journals of the Speech Association of America: 1935-1958." Speech Monographs, XXVI (Nov., 1959).

"Oral Interpretation in American Universities." Western Speech, XXIV (Summer, 1960).

"Speech and Communication." Central States Speech Journal, XII (Autumn, 1960).

"Schiaroscuro: CSSA 1958-1961" (with Henry Eubank). Central States Speech Journal, XII (Spring, 1961).

"Reader's Theatre: Some Questions and Answers." Dramatics, XXXIV, 3 (Dec., 1962).

"A Philosophy on Readers Theatre" (with R. Henderhan and A. Billings). The Speech Teacher, XII (Sept., 1963).

"Listener Response to Oral Interpretation" (with Wulftange). Speech Monographs, XXXI (March, 1964).

"Readers Theatre as Defined by New York Critics." Southern Speech Journal, Summer, 1964.

"A Framework for Broadcasting Study." Bulletin of the National Association of Secondary School Principals, 312 (Oct., 1966).

JACK DOUGLAS

Articles :

"The Image of Learning in the 'Great Society.'" AAUP Bulletin, December, 1966.

"The Measurement of Speech." The Speech Teacher, VII, 309-319.

"Problems in Measuring Problem-Solving." Journal of Communication III, 20-24.

WALTER B. EMERY

Debate and Parliamentary Practice. Norman, Oklahoma: University Litho Publishers, 1934.

"Samuel Gompers, Spokesman for Labor," in History and Criticism of American Public Address. New York: McGraw-Hill, 1943.

"Television," in Sociology, ed. Francis Brown. Englewood Cliffs, N.J.: Prentice-Hall, 1955.

Government and Broadcasting. East Lansing, Michigan: Michigan State University Press, 1961.

National and International Systems of Broadcasting. East Lansing: Michigan State University Press, 1969.

Articles:

"The Legal and Political Philosophy of Mr. Justice Holmes." Oklahoma State Bar Journal, September, 1932.

"Debate briefs on the proposition: Resolved, that the several states should enact legislation providing to the citizens at nominal costs general medical care and the services of hospitals and clinics." Scholastic Magazine, November 25, 1933.

"Federal Regulation of Radio." Scholastic Magazine, January 11, 1936.

"Verbal Warfare." Quarterly Journal of Speech, April, 1944.

"Post-War Communications and Speech Education." Quarterly Journal of Speech, December, 1944.

"The Current Status of Educational Television." Quarterly Journal of Speech, April, 1953.

"Who Qualifies to Manage an Educational Television Station?" Journal of the Association for Education by Radio and Television, November, 1953.

"Is Educational TV Flunking?" Educational Screen, May, 1956.

- "A Talking World: An Historical Discussion of Electromagnetic Communication With Emphasis on its Social Implications." Journal of Communication, June 1958.
- "The Powers, Functions and Personnel of the FCC." Journal of Broadcasting, Summer, 1958.
- "What is the FCC?" NAEB Journal, October, 1958.
- "The Craven Dissent on Proposed Rule-Making." Journal of Broadcasting, Spring, 1959.
- "John C. Doerfer's Demise as Chairman of the FCC." Telefilm Magazine, March, 1960.
- "An Ambivalent Congress--and a Frustrated FCC." NAEB Journal, March, 1960.
- "Legal Restrictions on Use of Program Materials." Journal of Broadcasting, Summer, 1960.
- "Paul A. Walker, Champion of the Public Interest." Telefilm Magazine, October, 1960.
- "Government's Role in the American System of Broadcasting." Television Quarterly, I, 1 (February, 1962).
- "A Comparative Study of Broadcasting Law and Regulations in Mexico and the United States." Journal of Broadcasting, Spring, 1964.
- "Broadcasting in Mexico." Journal of Broadcasting, Summer, 1964.
- "Broadcasting in the Public Interest: A Rationale for the American System of Broadcasting." Centennial Review, Summer, 1964.
- "Five Systems of European Broadcasting." Journalism Monographs, August, 1966.
- "Radio Luxembourg: 'The Station of the Stars'" Journal of Broadcasting, Fall, 1966.
- "Is there a Constitutional Flaw in the Public Broadcasting Act of 1967?" Educational Broadcasting Review, February, 1968.

WILLIAM H. EWING

Article:

"Finding a Speaking-Listening Index." Quarterly Journal of Speech, XXXI, 3 (Oct., 1945), 368-370.

WALLACE FOTHERINGHAM

Books:

Perspectives on Persuasion. Boston: Allyn and Bacon, 1966.

"The Study of Persuasion," in The Communicative Arts and Sciences of Speech, ed. K. Brooks. Columbus: Charles E. Merrill, 1967.

Articles:

"A Graduate Vocabulary-Type Test." Speech Monographs, XIX (1952), 69-78.

"Statistical Proof in Debate." The Gavel, XXXVI (May, 1954), 91-93.

"A Technique for Measuring Speech Effectiveness in Public Speaking Classes." Speech Monographs, XXIII (March, 1956), 31-37.

"Research in Speech." Review of Educational Research, IV (April, 1958), 107-116.

"The Laws of Evidence and the Debater." The Register, IV (April, 1958), 18-36.

"Experimental Studies of Motivated Group Discussion." Speech Monographs, XXV (Nov., 1958), 268-277.

"Development of a Measure of Self-Esteem in Public Speaking." Central States Speech Journal, XIII (Spring, 1962), 179-182.

"Theatre as Persuasive Communications." Dramatics, XXXIV (Feb., 1963), 13, 29.

SHEILA MORRISON GOFF

Books:

"Speech and Hearing Disorders" (with C. Stromsta), in Introduction to the Field of Speech, ed. Ronald Reid. Chicago: Scott, Foresman, 1965.

"Speech Pathology," in The Communicative Arts and Sciences of Speech, ed. Keith Brooks. Columbus: Charles E. Merrill, 1967.

Articles:

"Measuring the Severity of Articulation Defectiveness." Journal of Speech and Hearing Disorders, XX, 4 (Dec., 1955), 347-351.

"Reliability of Individual Rating of Severity of Defective Articulation" (with Sherman). Journal of Speech and Hearing Disorders, XX, 4 (Dec., 1955), 352-358.

"Observed and Predicted Estimates of Reliability of Aspects of a Speech Articulation Rating Scale" (with March, Weaver, and Black), Speech Monographs, XXV, 4 (Nov., 1958), 296-304.

JAMES L. GOLDEN

Books:

The Rhetoric of Blair, Campbell, and Whately (co-editor with Edward Corbett). New York: Holt, Rinehart and Winston, 1968.

"The Speaking of the Southern Unionists," in Ante-Bellum Southern Oratory, ed. Waldo Braden. Baton Rouge: Louisiana State University Press, 1969.

Articles:

"Hugh Blair: Minister of St. Giles." Quarterly Journal of Speech, April, 1952.

"A Southern Unionist Speaks in the North." Southern Speech Journal, Fall, 1954.

"The Intrinsic Sources of Hugh Blair's Effectiveness." Southern Speech Journal, Fall, 1955.

"Hilliard vs. Yancey: Prelude to the Civil War." Quarterly Journal of Speech, Feb., 1956.

"The Extrinsic Sources of Hugh Blair's Effectiveness." Southern Speech Journal, Fall, 1956.

"Bibliography of Rhetoric and Public Address." Southern Speech Journal, Summers 1957-1963.

"John Wesley on Rhetoric and Belles Lettres." Speech Monographs, Nov., 1961.

"Alexander Stephens Speaks for the Union." Quarterly Journal of Speech, December, 1961.

"Changes in the Idiom of Political Speaking Since the 1920's." Vital Speeches, October 1, 1963.

"Trends in Political Speaking." Ohio Speech Journal, Fall, 1963.

"Moments to Remember." Vital Speeches, July 1, 1964.

"James Boswell on Rhetoric and Belles Lettres." Quarterly Journal of Speech, October, 1964.

"Achieving Excellence in the College Oration." Speech Teacher, September, 1965.

"John F. Kennedy and the 'Ghosts.'" Quarterly Journal of Speech, December, 1966.

"Tribute to...Speaker of the Year." The Speaker-Gavel, May, 1967-1969.

"The Rhetorical Theory of Adam Smith." Southern Speech Journal, Spring, 1968.

PATTI MURRAY GRUBB

Articles:

"The Clinical Significance of the Stretch Reflex in Speech Reeduction for the Spastic" (with Robert Harrington). Journal of Speech and Hearing Disorders, XIV, 4 (Dec., 1949), 353-355.

"A Psychophysical Investigation of Vowel Formants" (with Grant Fairbanks). Journal of Speech and Hearing Research, XXVI, 3 (Aug., 1961), 203-219.

"A Phonemic Analysis of Half-List Discrimination Tests." Journal of Speech and Hearing Research, September, 1963, 271-276.

"Some Considerations in the Use of Half-List Discrimination Tests." Journal of Speech and Hearing Research, September, 1963, 294-297.

"The Effects of Low-Pass Filtering on Consonant Clusters." Journal of the Acoustic Society of America, XL, 5 (Nov., 1966), 1282.

RUTH BECKY IRWIN

Books:

Speech and Hearing Therapy. New York: Prentice-Hall, 1953.

A Speech Pathologist Talks to Parents and Teachers. Pittsburgh: Stanwix House, 1962.

Articles:

"Speech Correction." Hygeia, XIX (Aug., 1941), 663-665.

"The Child's Speech Growth." Hygeia, XIX (Sept., 1941), 753-756.

"Tat' for 'Cat.'" Hygeia, XIX (Oct., 1941), 932-935.

"Stuttering Children." Hygeia, XIX (Nov., 1941), 932-935.

"Handicapped Children." Hygeia, XX (March, 1942), 220-223.

"The Spastic Child." Hygeia, XX (April, 1942), 302-304.

"The Hard of Hearing Child." Hygeia, XX (May, 1942), 388-390.

"Can Your Child Read Well?" Hygeia, XX (June, 1942), 458-480

"Behavior Problems" Hygeia, XX (July, 1942), 548-549.

"Your Child's Personality." Hygeia, XX (Sept., 1942), 704-706.

"A Study of Certain Factors Related to Retardation of Speech."
Journal of Speech Disorders, VII (Sept., 1942), 223-250.

"Your Child's Personality." Hygeia, XX (Oct., 1942), 784-787.

"Emotional Adjustments in Childhood." Hygeia, XX (Nov., 1942),
864-866.

"Is Your Youngster Slow to Talk?" Better Homes and Gardens, XXI
(Nov., 1942), 64-66.

"Social Attitudes in Childhood." Hygeia, XX (Dec., 1942), 942-944.

"Your Child as a Postwar Citizen." Hygeia, XXI (June, 1943), 460-462.

"Hear Yourself as Others Hear You." She, March, 1943, 52-55.

- "Emotional Vitamins." She, October, 1943, pp. 35-57.
- "Teaching a Deaf Child to Talk." Journal of Speech Disorders, IX (1944), 131-133.
- "Does Your Child Have Nervous Speech?" American Home, XXXIII (March, 1945), 30-31.
- "Speech Comes to a Five Year Old Boy." Journal of Speech Disorders, XI, 3 (Sept., 1946), 197-203.
- "Program for Ohio's Hard of Hearing Child." Hearing News, May, 1947.
- "Ohio Looks Ahead in Speech and Hearing Therapy." Journal of Speech and Hearing Disorders, XIII, 1 (March, 1948), 55-60.
- "Speech and Hearing Therapy in the Public Schools of Ohio." Hearing News, July, 1949.
- "Education of the Hard of Hearing Child in Ohio." Hearing News, July, 1949.
- "Make Room for the Speech and Hearing Therapist." School Executive, September, 1949.
- "The History of Speech Correction in Ohio." Central States Speech Journal, March, 1951.
- "Education of Public-School Therapists." Journal of Speech and Hearing Disorders, XVIII, 1 (March, 1953), 68-70.
- "State Certification in Speech and Hearing Therapy." The Speech Teacher, II (1953), 124-128.
- "State Programs in Speech and Hearing Therapy." Speech Teacher, IV, 2 (March, 1955), 101-109.
- "Speech Therapy in the Public Schools. State Legislature and Certification." Journal of Speech and Hearing Disorders, XXIV, 2 (May, 1959), 127-143.
- "Oral Language for Slow Learning Children." American Journal of Mental Deficiency, LXIII (1959), 32-40.
- "The Role of the Speech Therapist in the Speech Improvement Program." The Speech Teacher, IX, 4 (Nov., 1960), 278-282.
- "Let's Tackle Speech Problems." The Grade Teacher, LXXVIII (1960), 40, 133.

- "Speech Therapy and Children's Linguistic Skills," Journal of Speech and Hearing Research, V, 4 (Dec., 1962), 377-381.
- "A Compact Picture Articulation Test." Journal of Speech and Hearing Disorders, XXVII, 1 (Feb., 1962), 36-39.
- "The Effects of Speech Therapy Upon Certain Linguistic Skills of First Grade Children." Journal of Speech and Hearing Disorders, XXVII, 4 (Nov., 1963), 375-381.
- "The Professional Education of Speech of Speech Clinicians in the Public Schools" Exceptional Children, XXXI (1965), 291-296.
- "An Audio-Visual Test for Evaluating the Ability to Recognize Phonetic Errors" (with I.P. Krafchick). Journal of Speech and Hearing Research, VIII, 3 (Sept., 1965), 281-290.
- "Effectiveness of Speech Therapy for Second Grade Children with Misarticulation--Predictive Factors" (with J. Fitch and M. Trombetta). Exceptional Children, XXXII (1966), 471-479.

FRANKLIN H. KNOWER

Books:

"Speech," in The Subject Fields in General Education, ed. J.J. DeBoer. New York: Appleton-Century, 1941.

General Speech (with A. Craig Baird). New York: McGraw-Hill, 1949, 1957, 1963

Speech and Leadership Manual. Columbus: Ohio Jr. Chamber of Commerce, 1951.

Essentials for General Speech (with A. Craig Baird). New York: McGraw-Hill, 1952, 1960, 1968.

"Communicology--An Overview" and "The Psychology of Communication," in The Arts and Sciences of Communication, ed. Keith Brooks. Columbus: Charles E. Merrill, 1967.

Articles:

"A Suggestive Study of Public Speaking Rating Scale Values." Quarterly Journal of Speech, XV (1928), 30-42.

"Psychological Tests in Public Speaking." Quarterly Journal of Speech, XV (1928), 217-222.

- "Twenty Years of the Quarterly Journal of Speech." Quarterly Journal of Speech, XXI (1935), 403-409.
- "Graduate Theses--An Index of Graduate Work in the Field of Speech." Speech Monographs, 1935-1969.
- "Experimental Studies of the Effect of Argument on Changes of Attitudes--I." Journal of Social Psychology, V (1935), 315-347.
- "Experimental Studies on the Effect of Argument on Changes of Attitudes--II." Journal of Abnormal and Social Psychology, XXX (1936), 522-532.
- "The Problem of Stage Fright." The Interpreter, XII (1938), 1-3.
- "Some Recent Trends and Next Steps in Graduate Work in the Field of Speech." Quarterly Journal of Speech, XXIII (1937), 456-468.
- "Studies in the Symbolism of Voice and Action--I" (with D. Dusenbury). Quarterly Journal of Speech, XXIV (1938), 424-436.
- "A Study of Speech Attitudes and Adjustments." Speech Monographs, V (1938), 130-202.
- "Studies in Symbolism of Voice and Action--II" (with D. Dusenbury). Quarterly Journal of Speech, XXV (1939), 67-75.
- "A Study of Rank-Order Methods of Evaluating Performances in Speech Contests." Journal of Applied Psychology, XXIV (1940), 633-644.
- "Individual Differences Among Students of Speech as Revealed by Psychological Tests" (with H. Gilkinson). Quarterly Journal of Speech, XXVI (1940), 243-255.
- "Analysis of a Guidance Questionnaire for Students of Speech" (with H. Gilkinson). Journal of Experimental Education, IX (1940), 175-176.
- "The Functional Integration of English and Speech Education." The English Journal, XXX (1941), 210-218.
- "Training of Elementary and Secondary School Teachers in the Field of Speech in the Central States Area." Journal of the Central States Speech Association, I (1941), 5-7.
- "A Study of Standardized Personality Tests and Skill in Speech" (with H. Gilkinson). Journal of Educational Psychology, XXXII (1941), 161-175.

"A Note on Some Ethnological Differences in Recognition of Simulated Expressions of the Emotions" (with E. C. Dickey). American Journal of Sociology, XLVII (1941), 190-193.

"Analysis of Some Experimental Variations of Simulated Vocal Expressions of the Emotions." Journal of Social Psychology, XIV (1941), 369-372.

"Integration in Speech Education." Southern Speech Journal, VIII (1943), 146-151.

"Speech Curricula and Activities in Wartime." Quarterly Journal of Speech, XXIX (1943), 146-151.

"What is a Speech Test?" Quarterly Journal of Speech, XXX (1944), 485-493.

"The Use of Behavioral and Tonal Symbols as Tests of Speaking Achievement." Journal of Applied Psychology, XXIX (1945), 229-235.

"Studies in Listening to Informative Speaking" (with D. Phillipps and F. Koeppe). Journal of Abnormal and Social Psychology, XL (1945), 82-88.

"Studies of the Organization of Speech Material--I." Journal of Education Research, XXXIX (1945), 220-230.

"Communication--A Step Forward?" Quarterly Journal of Speech, XXXI (1945), 490-492.

"An Inventory for the Evaluation of a Speech Correction Program" (with Wendell Johnson). Clearing House, XX (1946), 294-296.

"An Inventory for the Evaluation of Courses in Communication Skills." Western Speech, X, 2 (1946), 9-12.

"Recordings and Other Indices of Achievement in Voice Instruction" (with M. Emerson). Journal of Speech Disorders, XI (1946), 159-163.

"Research in Teaching Communication." Review of Education Research, XVI (1946), 116-132.

"Degrees in Speech Granted by American Colleges and Universities in 1948-1949." Central States Speech Journal, I (1949), 12-18.

"Source Materials for Speech in the Secondary Schools." Quarterly Journal of Speech, XXXVI (1950), 94-100.

- "Earned Degrees in Speech and Dramatic Arts Conferred by Higher Educational Institutions--1947-48 and 1948-49." Western Speech, XIV (1950), 15-20.
- "Graduate Theses in the Field of Speech and Hearing Disorders--1949." Journal of Speech and Hearing Disorders, XV (1950), 353-359.
- "Speech Education in Ohio Schools." Ohio Schools, XXIX (1951), 23, 38.
- "Some Business Speech Problems." Management Review, XL (1951), 56-57.
- "Index of Graduate Work in Theatre." Educational Theatre Journal, III (1951), 143-155.
- "An Inventory of Public Opinion Pollers' Interviewing Problems." International Journal of Opinion and Attitude Research, V (1951), 221-228.
- "A Bibliography of Bibliographies for Students of Speech." Southern Speech Journal, XVII (1952), 141-153.
- "Graduate Work in Theatre." American Educational Theatre Journal, 1952-1963.
- "A Philosophy of Speech Education for the Secondary School." Speech Teacher, II (1952), 79-85.
- "Speech, A Three Year Review of Research." Review of Educational Research, XII (1952), 102-115.
- "Reorganization of The Speech Association of America." Quarterly Journal of Speech, XXVIII (1952), 341-342.
- "Graduate Theses in Speech and Hearing Disorders." Journal of Speech and Hearing Disorders, 1953-1962.
- "The Bachelor's Degree in Speech in America" (with T.J. Newhouse). Quarterly Journal of Speech, XXXIX (1953), 307-311.
- "An Analysis of Some Characteristics of the Members of the Speech Association of America." (with T.E. Richmond). Quarterly Journal of Speech, XXXIX (1953), 312-316.
- "The Graduate Record Examinations Advanced Speech Test." Speech Teacher, III (1954), 199-202.

"It's More Fun to Know"(feature column). Central States Speech Journal, 1959-1961.

"Graduate Theses and Dissertations on Broadcasting." Journal of Broadcasting, 1960-1967.

"Interdisciplinary Studies of Communication." Central States Speech Journal, XII (1961), 163-164.

"The Analysis and Validation of Tests and Test Items in Speech." Speech Teacher, X (1961), 228-231.

"Attitude Organization and Persuasion." Quarterly Journal of Speech, XLVII (1961), 47.

"Interdisciplinary Research in Communication." Ohio Speech Journal, I (1962), 93-97.

"Bibliography of Communication Dissertations in American Schools of Theology." Speech Monographs, XXX (1963), 108-136.

"Communication, A Model for a Communicology." Ohio Speech Journal, II (1963), 181-187.

"The Communications Explosion and the Study of Speech." Central States Speech Journal, XIV (Nov., 1936), 241-246.

"A Study of College Students' Image of Speech and Communication." Speech Teacher, XV (1966), 108-112.

ALLEN E. KOENIG

Book:

The Farther Vision: Educational Television Today (ed. and author of two chapters). Madison: University of Wisconsin Press, 1967.

Articles:

"The Structure and Content of Music Continuity." Journal of Broadcasting IV (Summer, 1960), 269-279.

"AFTRA and Contract Negotiations." Journal of Broadcasting, VI (Winter, 1962-1963), 11-22.

"A History of AFTRA." NAEB Journal, IV (July-August, 1965), 48-58.

"AFTRA Decision Making." Journal of Broadcasting, IX (Summer, 1965), 321-248.

"Labor Relations in the Broadcasting Industry: Periodical Literature 1937-1964." Journal of Broadcasting, IX (Fall, 1965), 339-356.

"What the Preacher Should Know About the Effects of the Mass Media." Preaching: A Journal of Homiletics, I (March-April, 1966), 50-54.

"The College Graduate's View of the Broadcast Labor Market." Journal of Broadcasting, XII (Spring, 1968).

"The Study of Cross Media." Journal of the University Film Producers Association, XIX (1968).

HAROLD LAWSON

Article:

"An Objective Comparison of Kansas High School Debate Programs." Kansas Speech Association Journal, March, 1964.

JAMES E. LYNCH

Books:

"A Controversial Radio Panel Discussion" and "An Information Radio Panel Discussion," in Group Thinking and Conference Leadership, ed. Utterback. New York: Holt, Rinehart and Winston, 1964.

"Television and Radio, An Overview: Philosophy, Objectives, Content" and "Television and Radio Research: Methods, Trends, Ideas," in The Communicative Arts and Sciences of Speech, ed. Keith Brooks. Columbus, Charles E. Merrill, 1967.

Articles:

"A Study of the Size and Composition of the Viewing Audience for an Educational Television Program in the Detroit Metropolitan Area." Speech Monographs, March, 1956.

"The Case History of a Live Television Drama." Quarterly of Film, Radio, and Television, Fall, 1956.

"On the Air or Closed Circuit?" Speech Teacher, VIII (Jan., 1959).

"FCC Responsibility"(co-author). Quarterly Journal of Speech, XLVI (Feb., 1960), 83-84.

"Profile of Eminence." Pride Magazine, 1960, 16-18.

"Educational Television Can be Better." NAEB Journal, XXI, 4 (1962).

"Television and Your Future." Dramatics Magazine, January, 1963.

"Typal Patterns of Television and Radio Students" (with R. Monaghan).
Ohio Speech Journal, III (1965), 34-39.

"Education Television." Bulletin of the National Association of
Secondary School Principals, L, 312 (Oct., 1966), 19-24.

"Television in the Speech Classroom." Pacific Speech, I, 3 (March, 1967).

"The Case History of a Television Film Production." NAEB Journal,
XXVI, 2 (March-April, 1967), 70-87.

RICHARD M. MALL

Book:

"Television and Radio Programming," in The Communicative Arts
and Sciences of Speech, ed. Keith Brooks. Columbus:
Charles E. Merrill, 1967.

Articles :

"Ohio State Study on Children's Viewing." Sponsor, August, 1950.

"Political Broadcasting Survey." Broadcasting, September, 1952.

"TV Goes Back to School." Ohio Schools, October, 1956.

"Radio Programming Philosophy." Journal of Broadcasting, Autumn, 1959.

"Advanced Placement in Ohio." Acceleration and The Gifted. Summer, 1963.

"Articulation: A Neglected Continuum?" Ohio Speech Journal, 1963.

ROBERT R. MONAGHAN

Books:

Pronunciation Guide of Oregon Place Names. Eugene, Oregon: Oregon
Association of Broadcasters, 1961.

"Measurement in Speech Education," in The Communicative Arts and Sciences of Speech, ed. Keith Brooks. Columbus, Charles E. Merrill, 1967.

Articles:

"Typal Patterns of Television and Radio Students" (with J. Lynch). Ohio Speech Journal, III (1965), 34-39.

"A New Way to Evaluate Programs." Bulletin of the National Association of Secondary School Principals, L, 312 (Oct., 1966), 90-95.

"Three Faces of the True Believer: Motivations for Attending a Fundamentalist Church." Journal for the Scientific Study of Religion, VI, 2 (Fall, 1967), 236-245.

"Directions of Leadership for the Future." The Ohio CPA, XXVI, 2 (Spring, 1967), 63-67.

"Foundation Profiles." Educational Broadcasting Review, I, 2 (Dec., 1967), 55-60.

"A Systematic Way of Being Creative." Journal of Communication, XVIII, 1 (March, 1968), 47-58.

"Communication Repertoire Analysis--1: A FORTRAN IV (IBM-7090/7094) Program for Analysis of the Repertory Grid." (with William Prescott). Behavioral Science, XIII, 2 (March, 1968).

"Creative Strategies in Audience Analysis." Educational Broadcasting Review, II, 2 (April, 1968).

"Personal Influence." Educational Broadcasting Review, II, 3 (June, 1968).

"Symbolic Interaction: Analysis of Listening." Journal of Communication, XVIII, 2 (June, 1968).

HENRY M. MOSER

Articles:

"A Qualitative Analysis of Eye-Movements During Stuttering." Journal of Speech Disorders, III, 3 (Sept., 1938), 131-139.

"Description of Speech Drills." Speech Magazine, IV, 4 (1940), 252-256.

- "Diagnostic and Clinical Procedures in Rhinolalia." Journal of Speech Disorders, VII, 1 (March, 1942), 1-4.
- "Symposium of Unique Cases of Speech Disorders." Journal of Speech Disorders, VII, 2 (June, 1942), 173-174.
- "Relation of Dentition and Speech." Journal of the American Dental Association, XXXI (1944), 1081-1090.
- "Intelligibility Related to Routinized Messages." Speech Monographs, XII, 2 (1946), 47-48.
- "Evaluation of the Military Alphabets." Speech Monographs, XXII, 5 (1955), 256-265.
- "Phonemic Confusion Vectors." Journal of the Acoustic Society of America, XXVII, 5 (1955), 874-881.
- "Effects of Training on Listeners in Intelligibility Studies." Journal of the Acoustic Society of America, XXVII, 6 (1955), 1213-1219.
- "Two-Digit Number Transmission by Voluntary Stuttering." Journal of Speech and Hearing Disorders, XX, 4 (1955).
- "Comparison of Hyponasality, Hypernasality, and Normal Voice Quality on the Intelligibility of Two Digit Numbers." Journal of the Acoustic Society of America, XXVII, 5 (Sept., 1956), 872-874.
- "Staggered Speech." Science Digest, January, 1956, 93.
- "Historical Aspects of Fingerspelling" (with O'Neill, Oyer, Wolfe, Abernathy, and Schowe). Journal of Speech and Hearing Disorders, XXV, 2 (May, 1960), 145-151.

VERN L. REYNOLDS

Articles:

- "A Plea for Linnebach Projection." Southern Speech Journal, XVII, 17 (March, 1952).
- "The Interconnecting Panel for Stage Lighting." Southern Speech Journal, XIX, 2 (Dec., 1953).

RICHARD C. RIEKE

Books:

"Discussion and Debate" (with C. Tucker), in The Communicative Arts and Sciences of Speech, ed. Keith Brooks. Columbus: Charles E. Merrill, 1967.

Directing Forensics (with D. Faules). Scranton, Penn.: International Textbook Co., 1968.

Articles:

"Early Steps Toward the Unification of Speech and Psychology." (with R.J. Kibler). Central States Speech Journal, XII, 2 (1961), 127-133.

"Jury Decision-Making and the Voir Dire Examination." Federation of Insurance Counsel Quarterly, Spring, 1966.

"The Dilemma of Ethics and Advocacy in the Use of Evidence: Towards a Theory of Competitive Debate" (with D. Smith). Western Speech, Fall, 1968.

DONALD W. RILEY

Book:

Handbook of Radio Drama Techniques. Ann Arbor: Edwards Bros., 1938, 1940, 1941, 1943.

Articles:

"Practical Guides for Effective Speech." The Ohio High School Teacher, IX, 4 and 5, pp. 127, 173.

"High School Debating Leagues." The Ohio Teacher, LXXX, 1, p. 11.

"The Place of Radio in the Speech Curriculum." Quarterly Journal of Speech, XXIV, 4 (1938), 622.

HARRIET J. RUDOLPH

Articles:

"Growth-Promoting Effect of a Transplantable Pituitary Tumor in Parakeets." (with H. Schlumberger). Endocrinology, LXV, 6 (Dec., 1959), 902-908.

"Growth Hormone Effect on the Blood Plasma Proteins in the Parakeet" (with N. Pehrson). *Endocrinology*, LXIX, 3 (Sept., 1961), 661-664.

KATHRYN TUCKER SCHOEN

Articles:

"The High School Drama Course, A Project in Test Item Analysis." Ohio Speech Journal, II (1963), 161-180.

"A Semantic Approach in the Secondary Classroom." Ohio Speech Journal, III (1965), 57-59.

"Ohio Secondary Speech Education: Perceptions and Status." Ohio Speech Journal, V (1967), 15-20.

HARRISON B. SUMMERS

Books:

"Control of Prices by Trusts," in Trusts and Economic Control, ed. Roy Curtis. New York: McGraw-Hill, 1931.

Contest Debating. New York: H. W. Wilson, 1934.

Editor for a series of books published by the H. W. Wilson Co., New York:

Unicameral Legislatures, 1936.

Unicameralism in Practice, 1937

Anglo-American Agreement, 1938

Dictatorships vs. Democracies, 1938

The Railroad Problem, 1939

Government Ownership in Practice, 1939

Radio Censorship, 1939

Increasing Federal Powers, 1940

Planned Economy, 1940

Universal Military Service, 1941

Radio Audience Research Reports. Topeka: Capper Publ., 1937-1942.

Radio Audience Research Reports. Des Moines: Central Broadcasting Co., 1938-1942.

Articles:

- "Relative Rates of Earnings of Large-Scale and Small-Scale Industries, 1910-1929." Quarterly Journal of Economics, May, 1932.
- "Radio and the American College." University Administration Quarterly, October, 1941.
- "The Values of Radio Listening." Education, December, 1944.
- "Radio in the 1948 Presidential Campaign." Quarterly Journal of Speech, December, 1948.
- "Basic Difference: TV Demands Full Attention." Sponsor, April 24, 1950.
- "Does Your Show Reach People--or Customers?" Sponsor, October 18, 1954.
- "Does Radio Play the Wrong Music?" Sponsor, June 27, 1955.
- "Children's Shows Sell Family Products." Television Magazine, April, 1956.
- "Professional Radio-TV Training and the Colleges." Journal of Broadcasting, Fall, 1957.
- "Instruction in Radio and Television for Undergraduates in Major American Universities." Journal of Broadcasting, Autumn, 1958.
- "Qualitative Information Concerning Audiences of Network Television Programs." Journal of Broadcasting, Spring 1961.
- "The Nation's Station Made Radio History." Ohio Yearbook for 1962, October, 1961.

EARL W. WILEY

Books:

- Four Speeches by Abraham Lincoln, Hitherto Unpublished or Unknown.
Columbus: Ohio State University Press, 1927.
- "Abraham Lincoln: His Emergence as the Voice of the People," in A History and Criticism of American Public Address, ed. S. A. A. New York: McGraw-Hill, 1943.

Articles :

- "Discovery of Record of Lincoln's Chicago Speech of October 27, 1854." Journal of the Illinois State Historical Society. XXI, 2 (1928), 218-223.
- "Lincoln in the Campaign of 1856." Journal of the Illinois State Historical Society, XXII, 4 (1929), 582-592.
- "A Footnote in the Lincoln-Douglas Debates." Quarterly Journal of Speech, November, 1932, 216-224.
- "Lincoln the Speaker--1816 to 1830." Quarterly Journal of Speech, June, 1935, 305-322.
- "Lincoln Spoke in Rockville, Maryland in 1848." Journal of the Illinois State Historical Society, XXIX (1936), 178-180.
- "Motivation as a Factor in Lincoln's Rhetoric." Quarterly Journal of Speech, December, 1938, 615-622.
- "The Rhetoric of the American Democracy." Quarterly Journal of Speech, April, 1943, 157-163.
- "On ASTP. English III." Quarterly Journal of Speech, February, 1944, 16-18.
- "Governor John Greiner and Chase's Bid for the Presidency in 1860." Ohio State Archaeological and Historical Quarterly, July, 1949, 245-273.
- "Ohio Pre-Convention Support for Lincoln in 1860." Lincoln Herald, June, 1950, 13-17.
- "State History and Rhetorical Research," Quarterly Journal of Speech, December, 1950, 514-519.
- "Behind Lincoln's Visit to Ohio in 1859." Ohio State Archaeological and Historical Quarterly, January, 1951, 28-47.
- "Colonel Charles Anderson's Gettysburg Address." Lincoln Herald, Fall, 1952, 14-21.
- "The Enthymeme: Idiom of Persuasion." Quarterly Journal of Speech, XLII, 1 (Feb., 1956), 19-24.
- "Buckeye Criticism of the Gettysburg Address." Speech Monographs, XXIII, 1 (March, 1956), 1-8.

"Lincoln and the Freedom Riders of the 1830's." Lincoln Herald,
Summer, 1967, 60-69.

W. HAYES YEAGER

Books:

Successful Speaking (with W.P. Sandford). New York: Thomas Nelson
and Sons, 1927.

Principles of Effective Speaking (with W.P. Sandford). New York:
Thomas Nelson and Sons, 1928. Revised edition. New York:
Ronald Press, 1930, 1934, 1942, 1950, 1963.

Business and Professional Speaking (with W.P. Sandford). Chicago:
Shaw, 1929.

Business Speeches by Business Men (with W.P. Sandford). New York:
McGraw-Hill, 1930.

Problems in Business and Professional Speaking (with W.P. Sandford).
New York: McGraw-Hill, 1931.

Problems for Debate Practice (with W.P. Sandford). New York: Thomas
Nelson and Sons, 1933.

Chauncey Mitchell Depew--The Orator. Washington: George Washington
University Press, 1934.

Practical Business Speaking (with W.P. Sandford). New York: McGraw-
Hill, 1937, 1952, 1960.

Effective Speaking for Every Occasion. New York: Prentice-Hall, 1940,
1951.

English Communication, A Handbook of Writing and Speaking. (with Taft,
McDermott, and Jensen). New York: Farrar and Rinehart, 1943.

Communication and Social Action (with W. E. Utterback). Annals of
the American Academy of Political and Social Science, 1947.

"Wendell Phillips," in History and Criticism of American Public
Address, ed. S. A. A. New York: McGraw-Hill, 1943.

Articles:

"Teaching Business Speaking--A Modern Trend." Quarterly Journal of Speech, November, 1929, 485-494.

"Business Speaking--A Reply to Mr. Brigance." Quarterly Journal of Speech, November, 1930, 504-508.

"An Analysis of the Problem of Transportation in the United States." The Thirteenth Annual Debate Handbook, 1939-1940, 21-36.

APPENDIX IV.

ALUMNI CITED FOR OUTSTANDING ACHIEVEMENT

ALUMNI CITED FOR OUTSTANDING ACHIEVEMENT

John Garber Drushal, President of the College of Wooster, M.A.
1938, Ph.D., 1951.

Dr. J. Garber Drushal, the son of a Brethren minister, was born (1912) and raised in Lost Creek, Kentucky. After his high school years in Lost Creek, Drushal attended Ashland College where he served as President of his sophomore class, editor of the newspaper, and editor of the yearbook. Coming to O.S.U. for graduate work, Drushal received his M.A. in 1938 and his Ph.D. in 1951. Before becoming President of the College of Wooster, Drushal taught at the University of Missouri, 1938-1939; Capital University 1939, and College of Wooster 1946-1963. He also served as a Lieutenant in the Navy between 1942-1945. In 1963, Drushal assumed the position of Dean at Wooster, and in 1967 he was made Acting President; a year later he was inaugurated as College President. Dr. Drushal has also served as President of the Wooster City Council, and as a member of the Board of Trustees of Ashland College.

John T. Bonner, Vice-President of The Ohio State University,
M.A. 1946, Ph.D. 1954.

Dr. John T. Bonner Jr., Vice President for Educational Services at The Ohio State University, is one of the administrative officers who comprise the cabinet of the university's president. Among his areas of responsibility are the Division of Continuing Education, the Telecommunications Center (which includes WOSU Radio and WOSU-TV),

the University Libraries, the Listening Center, the Teaching Aids Laboratory, Film and Photography, Alumni Records, and the Departments of Military Science, Naval Science, and Air Force aerospace studies.

Dr. Bonner attended the Columbus public schools and received the degree of bachelor of science in business administration in 1943, the master of arts degree and the doctor of philosophy degree in 1954, all from Ohio State.

Prior to his appointment in 1968 to his present position, he served for seven years as executive dean for student relations. From 1946-61 he was a member of the faculties of the Colleges of Arts and Sciences and the College of Administrative Science. Dr. Bonner has also served as a visiting member of the faculties of the University of California at Los Angeles, the University of Florida and the Air Force Institute of Technology. He has also lectured at the University of Michigan and Purdue University.

Dr. Bonner has had a wide background in business and industry. He is former president of Bonner, Inc., realtors and a past vice president of Welch-Bonner Insurance, Inc. He is currently a member of the board of the Columbus Savings and Loan Association. As a consultant, he has served all levels of government and various business organizations, including General Motors, Socony Mobil Oil, United States Steel Corporation, Borden and Pennsylvania Railroad.

Active in community and professional affairs, he has served as a member of the Board of Governors of the National Institute of Real Estate Brokers, president of the Columbus Sales Executives Club, director of the Columbus Chamber of Commerce, president of the Columbus Chapter of the Society of Residential Appraisers and is currently a member of the Residential Appraisers and is currently a member of the Board of Governors of the American Playwrights Theatre.

Dr. Bonner is the author or editor of or contributor to over 40 books and articles. He is listed in "American College Presidents and Deans," "Who's Who in American Education," "Who's Who in Commerce and Industry" and "Who's Who in the Midwest."

Esther Merle Jackson, Guggenheim Fellow and Professor of Theatre,
M.A. 1946, Ph.D. 1958.

Dr. Esther Merle Jackson was born in Pine Bluff, Arkansas in 1922. She attended Washington High School in El Dorado, Arkansas. After receiving her B.S. from Hampton Institute in Hampton, Virginia, she came to Ohio State to do graduate work in theatre. She received her M.A. in 1946 and her Ph.D. in 1958. In 1956, Miss Jackson was awarded a John Hay Whitney Foundation Fellowship, and the following year she received a fellowship from The Ohio State University. In 1960, Dr. Jackson was the recipient of a Fulbright Fellowship and was appointed a "senior grant" to study Shakespearian drama at the famous theaters of London and Stratford.

Nations service medal. Before coming to Pittsburgh, in 1948 Dr. Matthews served as Assistant Director of the Speech and Hearing Clinic at Purdue University and Instructor of speech at Ohio State. He has served as President and Executive Vice-President of the American Speech and Hearing Association, President and Secretary of the American Cleft Palate Association, President of the Pennsylvania Speech Association, President of the Greater Pittsburgh Hearing Council, and President of the Pennsylvania Speech and Hearing Therapy Association. Dr. Matthews has written numerous articles, monographs, and books.

Douglas Wagner Ehninger, Professor of Speech, State University of Iowa, Ph. D. 1949

After graduating from high school in Michigan City, Indiana, Douglas Ehninger attended Northwestern University in Evanston, Illinois where he received his B.S. in 1936 and his M.A. in 1938. Upon returning from service in the Army (1943-1945), he came to Ohio State, where he received his Ph. D. in 1949.

His teaching career includes: Instructor at Purdue University, 1937-1938; Instructor at Western Reserve University, 1938-1943; Assistant Professor at George Washington University, 1946; Acting Assistant Professor at the University of Virginia, 1948-1950; Assistant Professor, 1950-1955, Associate Professor 1955-1960, and Professor 1960-1961 at the University of Florida; and his present position, Professor of Speech at the State University of Iowa, 1961-.

Dr. Jackson's career as a scholar and teacher encompasses many important positions at many institutions of higher learning. She has served as: Instructor of Speech at Hampton Institute; Assistant Professor of Speech and Drama at Clark College, Atlanta, Georgia; Professor of Theatre at North Carolina Agricultural & Technical College, Greensboro, N. C.; Director of Humanities at Tuskegee Institute, Tuskegee, Alabama; and Professor of Speech at Adelphi University in Garden City, New York. In 1966 she was appointed Distinguished Professor at Shaw University in Raleigh, N. C., and the following year she was named Fulbright Professor at the Free University of Berlin. In 1968 she was granted a Guggenheim Fellowship, and she has accepted a professorship at the University of Wisconsin in Madison for the 1969-70 academic year. Dr. Jackson is a noted Tennessee Williams scholar, doing her thesis on Williams and publishing The Broken World of Tennessee Williams (University of Wisconsin Press, 1965).

Jack Matthews, Speech & Hearing Scholar, Ph.D. 1946

Presently the Chairman of the Department of Speech at the University of Pittsburgh, Dr. Jack Matthews received his Ph.D. from Ohio State in 1946. He did his undergraduate work at Heidelberg College, Tiffin, Ohio receiving his A. B. in 1938, and he received his M. A. from The Ohio State University in 1940. During World War II, Dr. Matthews served in the Psychological Research Unit of the Army Air Force, and later, for his work in Korea, he received the United

Dr. Ehninger has also served as editor of the Southern Speech Journal from 1953-1957 and Speech Monographs from 1960-1962.

This past year (1968) he has served as President of the Speech Association of America. His significant books include The Speaker's Resource Book (Scott Foresman, 1966) written with Carroll, Arnold, and Berger, Decision by Debate (Dodd, Mead, 1963) written with Wayne Brockriede; and Principles and Types of Speech (Scott Foresman, 1967) written with Alan Monroe.

Dr. Ehninger was the first recipient of the Ohio State University Department of Speech Distinguished Alumnus Award, presented December, 1968, at the annual conference of the Speech Association of America, Chicago.

Richard Merrill Mall, Director of O.S.U. Alumni Affairs, M.A. 1949,
Ph.D. 1952

Dr. Mall, Director of Alumni Affairs and Executive Director of the Development Fund of the Ohio State University, was born in Cambridge, Massachusetts in 1919. After moving to Kansas, "Dick" attended Manhattan High School and Kansas State College, where he received his B.S. in Industrial Journalism in 1940. After serving in the Army as a Major -- where he was awarded the Purple Heart and the Bronze Star, Mall came to Ohio State for graduate work in speech. He received his M.A. in 1949 and his Ph.D. in 1952.

Mall's first teaching position was at Kansas State University where

he was an associate professor. He also worked at radio stations in Missouri and Kansas as both a performer and station executive. Before assuming his post with the Alumni Office, Dr. Mall could be found in Derby Hall (OSU) as Professor of Speech.

Dr. Mall also was widely recognized as a local TV and radio personality. He portrayed the "Judge" in "Traffic Court," a weekly television series produced by WBNS-TV in Columbus. He was also the moderator for the "WOSU Forum" which was aired throughout Ohio. Dr. Mall has also served as chairman of the Intercultural Relations Council of the Columbus Public Schools', coordinator of the Advanced Placement Program for Ohio; adviser for the education of the gifted for the Division of Special Education, Ohio Department of Education; chairman of the annual Christmas Seal campaign for the Tuberculosis Society; founder of Operation MAPS (Motorist and Pedestrian Safety); a member of the Speaker's Bureau and Pedestrian Safety); a member of the Speaker's Bureau and Public Relations Committee of the United Appeals; and the founder of the Columbus Radio and Television Executives Club.

Because of his active role in community, professional, and academic activities, and because of his keen interest in Ohio State University and its alumni association, Dr. Mall was well qualified to take the reins of the Alumni Office. Since his instatement as Director in July of 1967, Dick Mall has done a commendable job.

Frank Wilbur Hale, Jr., President of Oakwood College, Ph.D. 1955

Dr. Hale was born in Kansas City, Missouri in 1927. He attended Topeka High School in Topeka, Kansas, and then went on to the University of Nebraska, receiving his B.A. in 1950 and his M.A. in 1951. In 1955, Hale received his Ph.D. from Ohio State, and in 1960 he studied at the University of London (England), where he received a Certificate in English Literature. Dr. Hale began his professional career in 1955 at Oakwood College, Huntsville, Alabama where he served as head of the speech department and director of public relations. During the summer of 1957, Hale served at Andrews University in Washington, D.C. as a Visiting Professor of Speech. In 1959, Hale moved to Wilberforce, Ohio where he served as Professor of English and Speech at Central State College. In 1966 Dr. Hale was invited back to Oakwood, this time to serve as College President. Dr. Hale has written numerous articles for magazines, journals and newspapers. His books include A Manual of Public Speaking, Sunlight and Shadows, and The Cry for Freedom. In addition to his college responsibilities, Dr. Hale has also served as a communications consultant for the Aeronautical Systems Division of Wright-Patterson Air Force Base, Dayton, Ohio; and he is also an active layman in the Seventh Day Adventist Church.

Harold Franklin Niven, Jr., Vice-President of N.A.B., Ph.D. 1958.

Dr. Niven was born in Rocky Ford, Colorado in 1923. After graduating from Delta High School, Delta, Colorado, he entered the

University of Denver, where he received his B.A. in 1948. A year later he received his M.A. from Stanford University. In 1958 Niven received his Ph.D. from Ohio State. Dr. Niven is currently a vice-president for the National Association of Broadcasters and the Executive Secretary for the Association for Professional Broadcasting Education (APBE). Dr. Niven had previously held the presidency of the APBE and had served as assistant to the vice-president of the NAB. Before joining the NAB in 1963, Dr. Niven was an assistant professor of radio, television and communications at the University of Washington; he also was assistant director of the University's evening classes. Dr. Niven's broadcast experience also includes service as producer-director and operations director at WBNS-TV, Columbus, Ohio and television production work at WLWC, Columbus, Ohio and WKAR-TV, Michigan State University.

Harland Randolph, Vice President of Federal City College, M.A. 1959,
Ph.D. 1969.

The success story of Dr. Randolph, from high school dropout to college vice-president, reads like romantic fiction. After six years of straight A's in grade school, Harland began to lose interest in school. At the end of his sophomore year, the disillusioned teenager dropped out, and for the next two years busied himself with various odd jobs. Then something occurred which Harland finds difficult to explain. "I was born again," says Harland, explaining that he

came to realize that there was a force much greater than man.¹

Returning to East High School, Harland became interested in debate. By graduation, Harland had won top honors at the National Forensic League contest in Denver, Colorado; had won a \$100 college scholarship; and had been offered a professional career on Broadway by author Marc Connolly, who was literally astounded by Randolph's performance of his Green Pastures.

Entering Ohio State, Harland Randolph once again proved his metal. During his freshman and sophomore years, he was named top Western Conference debator and placed sixth among seventy-five debators at the National Debate Tournament at West Point. During his senior year, the pride of OSU's debate squad received one of the highest honors possible - he was selected by the American Forensic Association for a world debate tour. Under the auspices of the Institute for International Education, Randolph demonstrated his speaking talents in Egypt, Israel, Rome, Paris, London, and twenty-four universities in India.

After completing his undergraduate work, Randolph went on to complete his Master's degree in 1959 and his Ph. D. in 1969. Prior to receiving his appointment as Vice President of the Federal City College in 1968, Randolph had served as director of the Office of Equal Health Opportunity in the Department of Health, Education & Welfare and also executive assistant to the President of Federal City

¹ "He Talked His Way to England," Columbus Dispatch, Oct. 25, 1953

College. In his new position, Dr. Randolph heads the Office of College Relations, whose responsibilities include college-Community relations, research and development, and the obtaining of non-appropriated funds for the College.

OTHER OUTSTANDING ALUMNI

Listed by year of earliest OSU degree in speech:

Harold P. Zelko.

Professor of Speech, The Pennsylvania State University, M.A. 1939.

John Valeur Irwin.

Speech Department Chairman, University of Tennessee. M.A. 1940, Ph.D. 1947 from University of Wisconsin.

George Brooks.

English Department Chairman, Springfield College, Springfield, Mass., Ph.D. 1945.

Harold B. Obee.

Director of Theatre, Bowling Green State University, M.A. 1946 Ph.D. 1961.

James Grissinger.

Speech Department Chairman, Otterbein College, B.A. 1947, M.A. 1949, Ph.D. 1957.

John J. O'Neill.

Professor of Audiology. University of Illinois College of Medicine. B.S. 1947, Ph.D. 1951.

Joseph W. Scott.

Director of Theatre, University of Illinois. Ph.D. 1949.

Harold L. Luper.

Audiology and Speech Pathology Department Chairman, University of Tennessee. M.A. 1950, Ph.D. 1954.

Robert Peters.

Speech Department Chairman, University of Southern Mississippi, M.A. 1950, Ph.D. 1953.

Carl Weaver.

Coordinator of Graduate Studies, Ohio University, M.A. 1950,
Ph.D. 1957.

Frank B. Robinson.

Speech Pathology and Audiology Department Chairman, Western
Michigan University. Ph.D. 1951.

Courtney Stromsta.

Professor of Speech, Western Michigan University, M.A. 1951,
Ph.D. 1956.

Robert E. Summers.

Professor of Communication, Boston University, M.A. 1951,
Ph.D. 1955

Joseph M. Ripley.

Radio-TV and Films Department Chairman, University of Kentucky,
B.A. 1952, M.A. 1953, Ph.D. 1961.

Arthur Angrist.

Vice-President, American Management Association. Ph.D. 1953

G. Bradford Barber.

Professor of Speech Education. Illinois State University, Ph.D. 1953.

Alejandro Casambre.

Speech Department Chairman, University of the Philippines, M.A. 1953,
Ph.D. 1962.

William R. McGraw.

Associate Dean, Ohio University, M.A. 1953, Ph.D. 1958 from
University of Minnesota.

Dwight Freshley.

Speech Department Chairman, University of Georgia, Ph.D. 1955.

Robert S. Goyer.

Professor of Communications, Ohio University, Ph.D. 1955

John W. Kirk.

Director of Theatre, Illinois State University, M.A. 1955,
Ph.D. 1962 from University of Florida.

Frank Miesle.

Speech Department Chairman, Bowling Green State University,
Ph.D. 1955.

Herbert J. Oyer.

Speech Department Chairman, Michigan State University, Ph.D. 1955.

John T. Rickey.

Professor of Speech, Bowling Green State University, Ph.D. 1955.

Thomas Ludlum.

Speech Department Chairman, Capital University, Ph.D. 1956.

Gladys M. Rohrig.

Professor of Speech, Indiana State University, Ph.D. 1956.

Abraham J. Bassett.

Speech Department Chairman, Dickinson State College, M.A. 1957,
Ph.D. 1962.

James Dee.

Director of Management Development and Education, Ingersoll Rand
Co., Ph.D., 1957.

Robert Dunham.

Administrative Assistant to the President. The Pennsylvania State
University, M.A. 1957, Ph.D. 1959.

L.S. Harms.

Professor of Speech, University of Hawaii, M.A. 1957, Ph.D. 1959.

Robert J. Kibler.

Associate Director of Communication Research Center. Purdue
University, B.S. 1957, M.A. 1959, Ph.D. 1962.

Bernard F. Phelps.

Professor of Speech, Miami University, Ph.D. 1957.

George Dewane Davis.

Field Service Director, National Association of Hearing and Speech,
M.A. 1959, Ph.D. 1968.

Cecil Ellsworth Hinkel.

Theater Department Chairman, University of Connecticut. Ph.D.
1959.

John Tolch.

Assistant Dean and Director of Theatre, University of Wisconsin,
Ph.D. 1959.

Thomas R. McManus.

Speech Department Chairman, Heidelberg College, Ph.D. 1960

James L. Rapport.

Speech Department Chairman, Northern Michigan University,
Ph.D. 1960.

Stephen D. Buell.

Director of Educational Radio-TV. West Virginia Educational
Broadcasting Authority, Professor of Speech, Marshall University,
Ph.D. 1962.

Charles O. Tucker.

Speech Department Acting Chairman, Northern Illinois University,
Ph.D. 1963.

William Arthur Grimm.

Chief of Hearing and Vision Unit, Ohio Department of Health, Ph.D. 1965.

John W. Reed.

Speech Department Chairman, Cedarville College, Ph.D. 1966.

Hal J. Basham.

Commandant, Hamilton Air Force Base, Ph.D. 1968.

Kenneth Venderbush.

Dean of Men, Lawrence University, Ph.D. 1968.

ALUMNI AMONG PRESENT OSU SPEECH DEPARTMENT FACULTY

Donald W. Riley.

Associate Professor of Speech, Ph.D. 1944

James L. Golden.

Professor of Speech, M.A. 1948, (Ph.D. 1953, University of Florida).

Keith Brooks.

Speech Department Chairman, M.S. 1949, Ph.D. 1955.

Roy H. Bowen.

Professor of Theatre, Ph.D. 1951.

Wallace Fotheringham.

Professor of Speech, Ph.D. 1951.

Sheila M. Goff.

Associate Professor of Speech, Ph.D. 1955.

Richard D. Rieke.

Associate Professor of Speech, M.A. 1958, Ph.D. 1964.

Charles A. Rodgers.

Instructor of Speech, B.S. 1962, M.A. 1964

Kathryn Schoen.

Associate Professor of Speech, M.A. 1962, Ph.D. 1965.

John C. Morrow.

Associate Professor of Theatre, Ph.D. 1963.

Harold Lawson.

Assistant Professor of Speech, Ph.D. 1967.

APPENDIX V

CLASS ENROLLMENTS - 1936 - 1968

ENROLLMENTS: 1936 TO 1969

Records found in the files of the Department of Speech, in the Office of the University Registrar and in annual university reports indicate a great increase in the number of students enrolled in speech courses over the years 1936 to 1969.

The table shows the quarterly enrollments of courses offered in the Department. Enrollment figures for the years 1936 through 1939 were taken from Annual Reports of the Board of Trustees; figures for the years 1940 to 1945 were taken from control sheets in the files of the Office of the Registrar and figures for the remaining years were taken from Annual Reports of the Registrar and University Examiner. Records were not available for summer quarter enrollments in 1942 and 1943; perhaps this was due to lack of funds and sufficient number of staff members needed to maintain records during war years.

The trends of increase and decrease in annual enrollments are illustrated in the graph showing a gradual increase during the first four years of the Department's history, a decrease during the war years and a sharp increase during the period of the rapid expansion of the Department around 1946. Beginning in the fall of 1948 enrollments again started decreasing, but then gradually arose until today the enrollment is nearing the 10,000 mark. It should be noted that the drop in enrollment for the 1968-1969 year represents the deletion of all theatre courses.

QUARTERLY ENROLLMENTS: 1936 to 1969

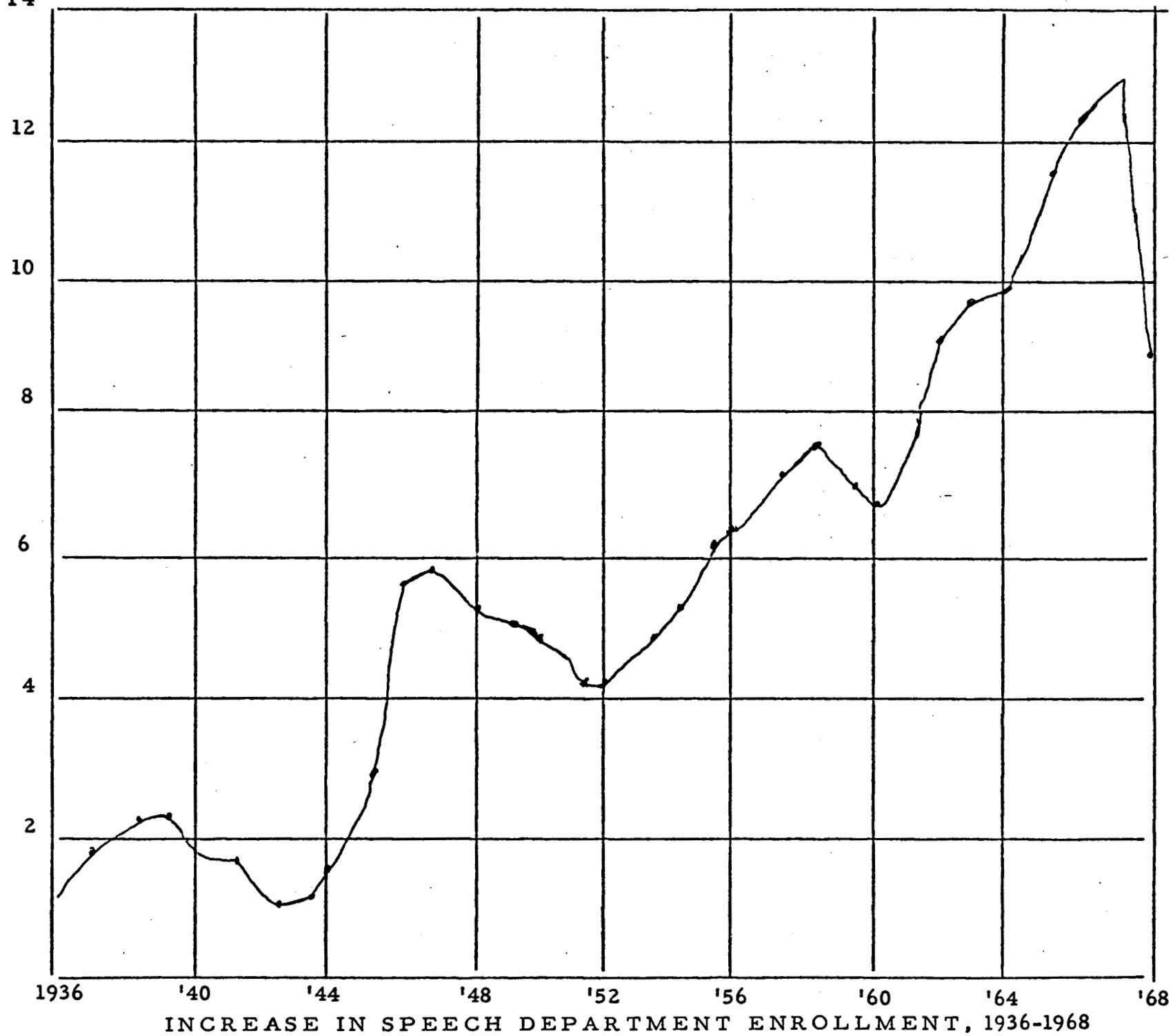
Years	Summer	Autumn	Winter	Spring	Total
1936-1937	75	333	396	549	1,353
1937-1938	160	477	527	618	1,802
1938-1939	298	580	644	682	2,204
1939-1940	271	673	723	726	2,393
1940-1941	213	540	537	670	1,960
1941-1942	253	496	500	635	1,884
1942-1943	...	453	433	374	1,260*
1943-1944	...	381	320	371	1,072*
1944-1945	126	570	557	498	1,731
1945-1946	208	671	676	1,159	2,714
1946-1947	661	1,714	1,488	1,650	5,513
1947-1948	1,021	1,536	1,551	1,659	5,767
1948-1949	739	1,494	1,385	1,457	5,075
1949-1950	788	1,494	1,245	1,452	4,979
1950-1951	863	1,316	1,214	1,343	4,736
1951-1952	892	1,330	1,080	837	4,139
1962-1963	556	1,280	1,063	1,277	4,176
1953-1954	623	1,364	1,202	1,570	4,759
1954-1955	748	1,509	1,342	1,666	5,265
1955-1956	715	1,777	1,685	1,924	6,101
1956-1957	632	1,864	1,831	2,043	6,370

*Lower figures reflect the absence of Theatre courses.

QUARTERLY ENROLLMENTS: 1936 to 1969 (Continued)

Years	Summer	Autumn	Winter	Spring	Total
1957-1958	649	2,127	2,038	2,348	7,162
1958-1959	777	2,307	2,129	2,224	7,437
1959-1960	781	2,030	1,940	2,039	6,790
1960-1961	714	1,990	1,915	2,046	6,665
1961-1962	836	2,209	2,256	2,376	7,677
1962-1963	878	2,555	3,052	2,758	9,243
1963-1964	1,009	2,946	3,092	2,742	9,789
1964-1965	1,066	3,079	2,947	2,781	9,873
1965-1966	1,193	3,624	3,525	3,085	11,427
1966-1967	1,119	3,982	3,861	3,555	12,517
1967-1968	1,226	3,767	3,873	3,980	12,846
1968-1969*	783	2,533	2,535	2,651	8,502

*Lower figures reflect the absence of Theatre courses.



APPENDIX VI

EXPENDITURES - 1936-1968

EXPENDITURES OF THE O.S.U. DEPARTMENT OF SPEECH: 1936 - 1968

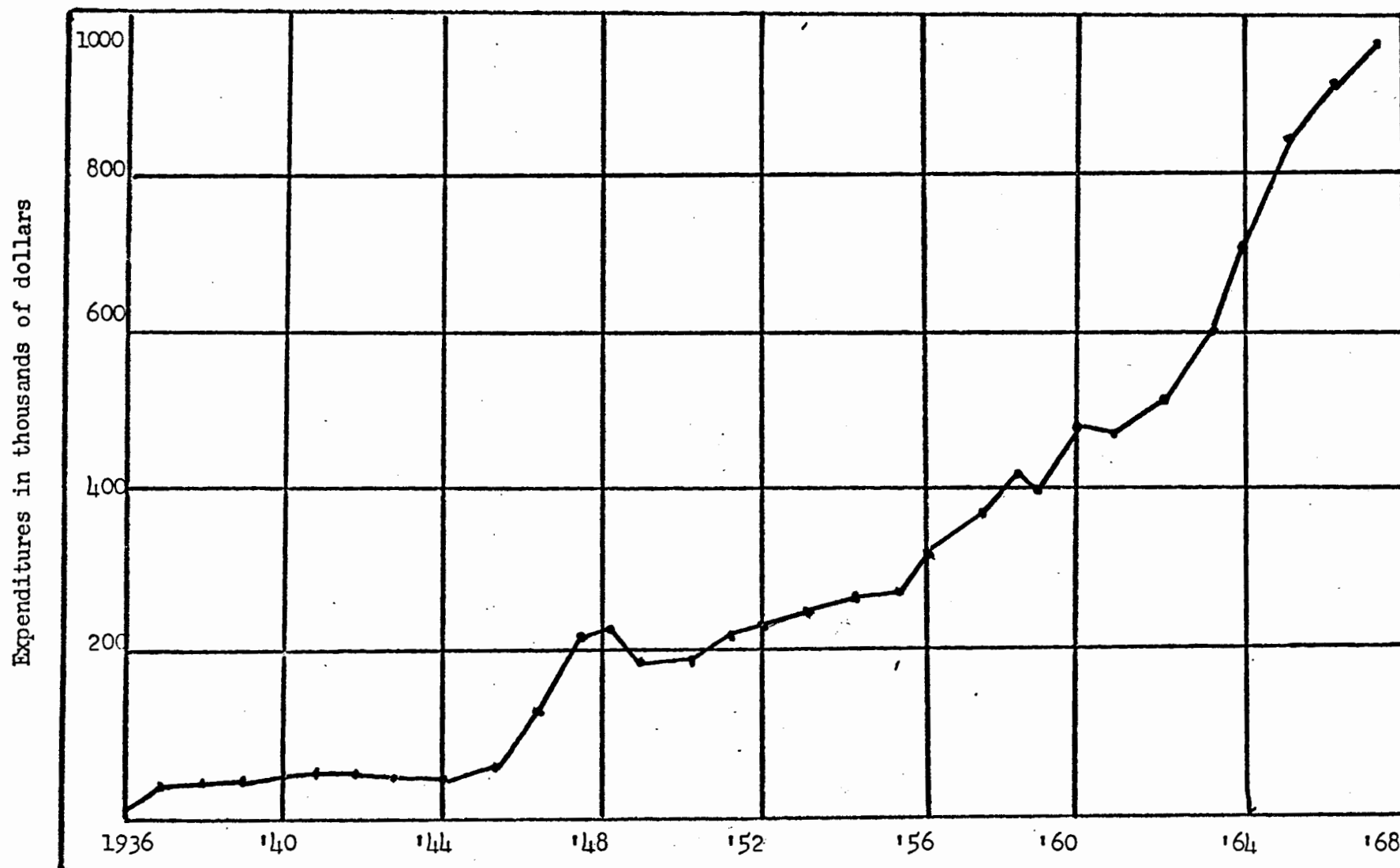
from

THE FINANCIAL REPORT OF THE OHIO STATE UNIVERSITY

YEAR	SALARIES	EXPENSE	EQUIPMENT	TOTALS
1936-1937	\$ 24,942.00	\$ 3,317.87	\$ 809.46	\$ 29,069.33
1937-1938	37,076.00	4,542.38	574.33	42,192.71
1938-1939	38,135.31	3,434.16	2,992.94	44,562.41
1939-1940	41,561.66	3,538.11	467.52	45,567.29
1940-1941	41,154.00	4,052.61	1,077.94	46,284.55
1941-1942	41,508.00	4,604.07	1,276.14	47,388.21
1942-1943	40,458.99	2,697.78	268.02	43,424.79
1943-1944	40,196.19	2,238.02	421.28	42,855.49
1944-1945	37,028.01	2,649.84	1,672.64	41,350.49
1945-1946	53,957.92	4,255.34	475.53	58,688.79
1946-1947	116,693.00	9,364.94	1,599.57	127,657.51
1947-1948	162,923.54	25,473.28	17,050.37	205,447.19
1948-1949	157,066.93	40,613.53	19,435.27	217,115.73
1949-1950	158,191.43	35,479.55	3,714.84	197,385.82
1950-1951	159,684.65	35,935.27	2,351.02	197,970.94
1951-1952	165,072.54	31,282.42	5,033.85	201,388.81
1952-1953	183,439.00	35,064.72	3,372.49	221,876.21
1953-1954	192,874.84	33,454.34	6,587.07	232,916.25
1954-1955	203,513.13	36,869.19	8,701.32	249,083.64
1955-1956	242,531.00	31,007.31	10,674.97	254,213.28

EXPENDITURES (CONTINUED)

Year	SALARIES	EXPENSE	EQUIPMENT	TOTALS
1956-1957	\$262,845.48	\$ 52,328.61	\$ 10,011.59	\$325,185.68
1957-1958	297,090.95	65,079.41	4,919.98	367,090.34
1958-1959	325,512.84	77,521.75	16,694.07	419,728.66
1959-1960	316,866.81	75,346.13	8,760.05	400,972.99
1960-1961	392,557.42	89,045.67	7,607.83	489,210.92
1961-1962	395,219.23	78,792.56	7,770.69	481,782.48
1962-1963	445,427.23	87,393.33	6,320.47	539,141.03
1963-1964	495,194.00	105,907.50	5,112.04	606,213.54
1964-1965	557,623.47	140,755.86	15,128.03	713,507.36
1965-1966	622,582.01	209,931.10	12,176.37	844,689.48
1966-1967	684,636.16	222,453.72	30,886.94	937,976.82
1967-1968	721,700.60	242,048.28	8,608.19	972,357.07



INCREASE IN EXPENDITURES
OF THE OHIO STATE UNIVERSITY DEPARTMENT OF SPEECH, 1936-1968

APPENDIX VII

GRADUATE WORK

I. MASTER OF ART THESES

1932

Mason, Marie K.

Barbaralalia Phenomena in Visual Hearing.

1933

Voelker, Charles H.

Phonetic Distribution in Formal American Pronunciation - A Study of the English of Radio Announcers.

1934

McCaughey, Elizabeth.

Reaction of Deaf Children to the Denver-Collins Test.

1935

Black, Martha Ellen.

Norms for Determining Hypacusca in Children between the Ages of Four and Eight.

Gordon, Margaret.

An Analytical Comparison of the Speech Tempo of Deaf and Hearing Individuals.

Jenkins, Anna Belle Lee.

Studies in Word Association.

Lord, Dorothy.

Teaching Music to the Deaf in the Elementary School.

1936

Ager, George S.

The Future of Word Consciousness.

Hill, Maceo.

A Spirometric Study of Speech and Voice.

1937

Carrick, Eloise Ann.

The Nature of Word Concepts as Revealed in the Addresses of William Jennings Bryan.

McCague, Wilma Gallagher.

The Influence of Shaw's Experience as a Director of Plays on his Stage Directions.

1938

Allen, Stuart Whitman.

An Analysis of the Theatrical Art of David Belasco (Determining his Specific Contribution to the Modern Stage of Today).

Capuder, Albert L.

Some Vital Factors Involved in Controlling Hostile Audiences.

Drushal, John Garber.

The Syllabic Rates of Radio Speakers.

Erb, John David.

Is There a Positive Correlation Between Successful Preaching and the Use of Vivid Imagery Word-Concepts?

Hendricks, Richard.

Eugene O'Neill and the Psychological Drama.

Quirk, Mary Cecelia.

The Relation Between Reading Difficulties and Speech Difficulties, Hearing and Intelligence in Entering Students at the Ohio State University.

Robbins, William Ezakial.

Louis Jouvett

Warden, Clyde Russell.

The Effect of the Absence of Visual Stimuli of a Speaker Upon Audience Attitudes.

1939

Campbell, Genevieve Clark.

An Analysis of the One-Act Play Together with Three Original One-Act Plays.

Hanson, Dorothy Clement.

Nativity Plays in America 1900-1939.

Keck, Sara Lucille.

The History and Influence of Duke George II of Saxe-Meiningen and His Court Actors.

O'Rourke, Kathleen Mary.

The Relation of the Actor and the Playwright in France: Benhardt-Couquelin, 1875-1900.

Wickersham, Maclyn Walter.

Technique in Dramatic Art for the High School Actor; A Study of Scenes from Well-Known Plays.

Zelko, Harold Philip.

A Study of the Factors Influencing the Rise and Fall of Oratory During the Centuries 500 B.C. to 1939 and How Far the Text of the Orations Reveals the History and Culture of its Time.

1940

Brilty, Francis Xavier.

Influence of Parental Age at Conception on a Child's Genic Stuttering Predisposition.

Farley, Perl Howard.

Edward Gordon Craig: Theories of Drama.

George, Ramon Thomas.

A Study of Speech Fricative Air Pressure.

Irwin, John Valeur.

A Study of Relationships between Laryngeal Mechanisms and Voice Pitch.

Poston, Don Harold.

Edwin Booth, the Actor.

Russell, Ruth Lillian.

Acting Techniques in America from 1880-1890.

Shultz, Dorothy Grace.

Status of Speech Education in the Secondary Schools of the North-East Educational District of Ohio.

1941

Arms, George Lyman.

Do High School Plays Educate Adolescents?

Bang, Dorothy Bangham.

Mrs. Piske's Contribution to Realistic Acting Through the Dramas of Henrik Ibsen.

Merrick, Mary Louise.

A History of the Theatre of Zanesville, Ohio, Between the Years of 1831 and 1866.

Mill, Marie Elliott.

The Contribution of Edmund Kean to the Art of Realistic Acting.

Reiner, Aileen.

Contributions of the University of North Carolina to the American Drama (1818 - 1935).

1942

Finch, Wallace James.

A Study of the Services and Facilities for the Education of Children with Impaired Hearing in the Cleveland Public Schools.

Hallauer, John Williams.

Exposition in Terms of Climax in O'Neill's Tragedies.

Meyer, Ruth Florence.

The Role of the American Theatre in World War I.

Obee, Oliver Caroline.

Consonant Mispronunciations (Excepting Sibilants) of Students Entering Ohio State University in 1941.

Sivinefold, Merle Jeanne.

The Use of the Puppet Theatre in College Speech Curriculum.

Walcutt, Margaret.

An Analysis of Italian Dialect as Evidenced in Italians Living in Columbus, Ohio

1943

Case, Claudia Ann.

A Historical Study of the March of Time Program Including An Analysis of Listener Reaction.

Henry, Margaret Catherine.

The Integration of Speech and History in The Junior High School.

1944

Dew, Marjorie.

A Study of Progress in Visual Hearing.

White, Margaret Ann.

A Critical Evaluation of Some Existing Articulation Tests and the Formulation of a Practical Brief Test for Entering Students.

1945

Curtis, Agnes Bernadette.

The Relationship Between Visual and Auditory Stimuli in Speech Comprehension.

Leech, Hilda Schooley.

The Contribution of Joseph Jefferson, the Actor, to the Art of High Comedy, on the American Stage.

1946

Belton, Lois Hariette.

A Rhetorical Analysis and Criticism of the Available Arguments in the Ranney - Dennison Joint Gubernatorial Debates in Ohio in 1859.

Bonner, John Thomas.

A Survey of Contest Extemporaneous Speaking in the High School Speech Leagues of the United States.

Jackson, Esther Merle.

Children of the Moon by Martin Flavin: A Production Thesis.

Johnson, Samuel Ross.

Death Takes a Holiday, A Comedy in 3 Acts by Alberto Casella, Rewritten for the American Stage by Walter Ferris; A Production Thesis.

Morehead, Hubert Michael.

The Constant Wife, by W. Somerset Maugham: A Production Thesis.

Obee, Harold Brehm.

Outward Bound, by Sutton Vane; A Production Thesis.

Russell, William John.

Russet Mantle; A Production Thesis.

Stockman, Otto William.

An Evaluation of the Rhetorical Theory of the Sermon on the Mount.

1947

Baum, Eleanor Ruby.

The Distaff Side by John Van Druten (Production Thesis).

Burdick, William George.

Mr. Pim Passes By by A. A. Milne (Production Thesis).

Dunlap, Ernestine Baumgardner.

Phonetic Substitutions: Accepted Definitions, Ethiology and Therapeutic Techniques.

Morris, Catherine.

An Analysis of Some College Entrance Speech Test Records.

Newland, Paul Darwin.

Joan of Lorraine by Maxwell Anderson (Production Thesis).

Wooton, Verne B.

A Study of the Scaling of Speech Test Records.

1948

Fields, James Frederick.

A Study of Scenic Development in the Theatre of Ancient Greece with an Evaluation of Certain Artistic Concepts of Scenic Organization.

Golden, James Lawrence.

The Rhetorical Theory and Practice of Hugh Blair.

Juergens, Robert Oscar.

Hay Fever by Noel Coward.

Krempel, Daniel S.

A Production of Edmond Rostand's The Romancers.

Richey, Robert DeLoyd.

Awake and Sing by Clifford Odets

Rohrbaugh, Andrew Wheeler.

A Comparative Study of Relationships between Minor Speech Deviations, Psycho-Social Factors and Speech Effectiveness of College Students in an Introductory Speech Course.

1949

Binkely, Jacqueline Benfer.

A Quantitative Measure of Vocal Loudness.

Brigance, Shirley Jane.

A Statistical Study of the Relative Efficiencies of Two Pure Tone Group Tests of Hearing.

Buchans, Katherine Schuh.

Heartbreak House by George Bernard Shaw (Production Thesis).

Caton, Evalena Harriet.

A Critical Analysis of "The Ohio Story."

Constable, Charles Robert.

All My Sons by Arthur Miller (Production Thesis).

Dunlap, James Francis.

Antigone by Jean Anouilh (Production Thesis).

Endter, Charles Arthur.

The Doctor in Spite of Himself by Moliere (Production Thesis)

Feigenbaum, Mortimer Leo.

A Study of the Effect of Different Radio Discussion Openings on Listener Interest.

Grissinger, James Adams.

An Analysis and Evaluation of the Use of an Electronic "Opinion Meter" in Measuring the Comparative Effect upon Audience Opinion of Panel Discussion and Formal Debate.

Hext, Charlene Betty.

"Thriller" Drama on American Radio Networks: The Development in Regard to Types, Extent of Use, and Program Policies.

Huessmann, Theodore Jr.

A Study of the Rhetoric in the Denison-Ranney Debate at Tiffin, Ohio, 1859, together with a Study of Audience Adaptation of Major Issues in the Remaining Debates, and Including the Text of the Tiffin Debate.

Jones, Martha Arline.

Differences in University Attendance, Intelligence, and Scholarship between Speech Defectives Enrolled in a Speech Clinic and Those Not Enrolled.

Kimes, Betty Jo White.

A Study of the Influence of Radio Listening on the Daytime Activities of Housewives.

Mall, Richard Merrill.

Radio Listening Habits and Attitudes of Two Hundred Business and Professional Men in Columbus, Ohio.

McCaslin, Walter Wright.

The Problem of Acting in Contemporary Theatrical Criticism as Exemplified in the Works of Selected Critics.

McCoy, Lowell George.

Ethical Proof in the Verrine Orations.

Mers, Harold Bruce.

No Exit by Jean-Paul Sartre (Production Thesis).

Mitzman, Newton Erwin.

Home of the Brave by Arthur Laurents (Production Thesis).

Mulder, Robert Leonard.

Exploratory Study of Articulation Changes in Single Word Productions in Children between the Ages of Twenty-one Months and Forty-Three Months.

Reiman, Eileen Rita

A Study of the Suggestive Effects of Visual Clues on the Loci and Frequency of Stuttering.

Smith, Don Craumer.

A Study of Programming of the Three Major Radio Networks between October, 1931 and July, 1935.

Slocum, Barbara Irene.

The Hasty Heart by John Patrick (Production Thesis).

Wright, Gretchen Elaine.

A Survey of the Classroom Teachers' Activities in and Attitudes Toward Speech Correction.

1950

Adelsperger, Walter Charles.

An Analysis and Production Book of The Silver Whistle, a Comedy by Robert E. McEnroe, with Special Reference to Some of the Problems Posed by Arena Staging.

Ausherman, Marian Ruth.

Formal Vocabulary of College Students.

Bluem, Albert William.

A Descriptive Analysis of Television Dramatic Production Techniques.

Carlton, Robert L.

Some Effects of Regressive Electro-Convulsive Shock Therapy on the Speech Therapy of Psychotic Patients.

Conrod, Douglas Keith.

An Analysis and Production Book of Born Yesterday by Garson Kanin.

Evans, Sylvia Cupp.

A Study of Selected Aspects of Modern Speech Education in Ohio Schools.

Frabes, William Joseph.

An Analysis and Production Book on Life with Mother by Howard Lindsay and Russell Crouse.

Gressman, Malcolm George. The Late Christopher Bean by Sidney Howard.

Hansen, Ronald Gordon.

An Experimental Investigation of the Effects of Different Rates of Speaking on Intelligibility.

Hyman, Melvin.

The Intensity and Duration of the Speech of Normal Children and Selected Types of Cerebral Palsied Children in the Repetition of Heard Phrases.

Johnson, Robert Eugene.

The Winslow Boy by Terence Rattigan.

Kerr, Keith Wendall.

The Influence of Background Music on Listener Evaluation of a Radio Dramatic Characterization.

Ludlum, Mary Ellen Shontung.

A Study of the Selection of Films for Use in Discussion and the Preparation of Guides to Accompany Them.

Luper, Harold Leo.

A Study of the Relationship between Stuttering Adaptation and Improvement During Speech Therapy.

Munn, Mark Dee, III

An Experimental Study of Responses of Listeners to Certain Elements in an Educational Radio Program.

Neely, Keith Kent.

A Study to Determine the Relative Knowledge of Selective Groups About Stuttering.

Peters, Robert William.

A Comparative Study of the Hearing Acuity of Cerebral Palsied and Normal Children.

Pollikoff, Francine Hyman.

An Experimental Study in the Planning, Administering and Measuring the Results of a Voice and Diction Course for College Students.

Reams, Mary Hazel.

An Experimental Study Comparing the Visual Accompaniments of Word Identification and the Auditory Experience of Word Intelligibility.

Riddle, Walter Monroe, Jr.

Hedda Gabler, by Ibsen: A Production Thesis.

Searcy, Sarra Lee.

Aesthetic Qualities Found in Certain Negro Dramas.

Slaight, Elizabeth Anne.

An Objective Evaluation of a Program of Speech Therapy for Cleft-Palate Children.

Stroh, Mary Jane.

A Developmental Approach to the Production of Children's Plays through the Experimental Production of Little Red Riding Hood.

Stroud, Beverly Jean.

An Analysis and Production of The Male Animal by James Thurber and Elliot Nugent.

Walker, Crayton.

The Intrinsic Intensity of Oral Phrases.

Weavers, Carl Harold.

An Investigation of Hearing Aids Worn by School Children with Respect to the Relation of Hearing Loss, Sex, and Gain in Speech Reception to the Amount of Times Worn Each Day, and with Respect to Decay of Residual Hearing.

Webster, Frank Oliver.
Television's Effect on Family Life.

1951

Ayers, David Hugh.
An Analysis and Production Book of Fashion; or, Life in New York.

Bell, Collins Joseph.
The Writing and Directing of an Original Play for Children: with
The Wonderful Cure Employed as a Basis of Discussion.

Chase, Marion Clement.
An Analysis and Production Book of High Tor by Maxwell Anderson.

Dudgeon, Thomas Henry.
A Study and Analysis of Some Problems of Teaching Outlining in
the Beginning College Speech Course.

Gerrard, Eugene Marshall.
An Analysis and Production Book of At War With the Army by
James B. Allardice.

Hartup, Rosemary Kinney.
An Analysis of The Wild Duck by Henrik Ibsen, with Particular
Reference to Problems of Style.

Herbst, Irwin.
An Experimental Study of the Effect of Room Characteristics and
Noise Upon the Rate and Accuracy of Reading Familiar Material.

Israelite, Morris Stephen.
The Modern Production of Classical Plays: The Hippolytus of
Euripides.

James, Herbert Lee.
A Comparative Analysis of the Major Rhetorical Treatises of
Plato, Aristotle, Cicero, and Quintilian, Together with Tabular
Outlines and Diagrams of Their Theories.

Kelso, James Jr.
A Survey and Study of Television's Influence on Radio Programming.

King, Brian Gerald.
An Analysis and Production Book of The Poor Nut by J. C. Nugent
and Elliott Nugent.

Lewis, James Milton

A Study of Some Problems in Audience Analysis.

Long, Helen Ruth.

An Experimental Study in the Evaluation of the Voice and
Diction of Children in a Third Grade.

McMahon, Robert Sears.

L'Abbe d'Ouibignac, A Study of the Development of French Classic
Theory.

Newhouse, Twyla Jo.

Speech and Selected Additional Curricula of the Four Year Colleges.

Penningroth, Ann.

A Study of the Relative Intelligibility of Selected Speakers.

Richmond, Thomas Everette, Jr.

A Study of the Characteristics of Members of the Speech Association
of America.

Smith, William Mackay.

A Study of the Effects of Age, Sex and Social Conditions on the
Preferences for Broadcast Music Materials.

Stromsta, Courtney Paul.

A First Approximation of the Distance from Vocal Cords to
Cochlea and the Transit Time of Bone Conducted Sound from
the Region of the Vocal Cords to the Region of the Cochlea.

Summers, Robert Edward.

The Role of Radio as an Instrument of United States Foreign Policy.

Troop, Martha Dianne.

An Analysis and Production Book of Good Housekeeping by
William McCleery.

Turner, Carol Heck.

An Analysis and Production Book of the Arena Production For Love
or Money by F. Hugh Hubert.

Wintzer, Alice Jeannette.

A Production Theses of The Steamship Tenacity by Charles Vildrec.

Bernardez, Constantino E.

A Critical Study of the Problems of DYSR - DYH₄, A Religious Educational Radio Station in the Philippines.

Bowers, James Allen.

A Study in Design, Scenery, and Lighting for a Production of Billy Budd.

Elleman, Joseph Edwin.

An Analysis and Production Book of King John by William Shakespeare.

Foldare, Ethel Anna.

An Experimental Study of a Recorded Multiple Choice Test of Word Reception with University Freshmen and Public School Children as Subjects with Normal and Defective Hearing.

Gobrecht, Eleanor A.

Expressionistic Drama in Production: A Report on The Ohio State University Theatre Production of Kaufman and Connelly's Beggar on Horseback.

Gobrecht, Esther F.

A Descriptive Study of the Potential Uses of Poetry in Television Programming.

Greenberg, Kenneth Ray.

A Study of the Relationship between Articulatory Disorders and Personality in the Intermediate Grades.

Gustafson, James Allen

A Survey of the Television Program Preferences of Elementary and Secondary Pupils in Columbus, Ohio and Surrounding Suburban Areas.

Hauptman, Laurel.

A Study of the Effects of Listener Adaptation on the Change in the Intelligibility of International Students Speaking English.

Humbertson, Robert Donald.

A Rhetorical Study of James K. Polk.

Hunter, Jack Worth.

An Analysis and Production Book of She Stoops to Conquer by Oliver Goldsmith.

King, Lois Marilyn.

A Criticism of the Stassen-Dewey Debate on Communism on May 17, 1948, in Portland, Oregon.

Lintner, Margaret Myfanwy.

An Analysis and Production Book of The Petrified Forest by Robert Sherwood.

McConkey, Donald LeMoyne.

Modern Concepts of Pathos as Found in Selected Public Speaking Textbooks.

McCroskey, Robert Lee.

An Objective Evaluation of an In-Service Training Programs for the Correction of Functional Articulatory Disorders by Teachers of the First Grade.

Macomber, Philip Alan.

A Study in Design, Scenery, and Lighting for a Production of William Shakespeare's King John.

Mills, John Stephen.

The Attitude of Columbus Housewives Toward News and Public Affairs Programs on Television.

Miner, Helen Roena.

A Study of the Information Content of Groups of Words.

Moore, Martha Christine.

A Study of Public Interest in and Information on Speech Education in Middletown.

Naylor, Rex Vaughn.

A Comparative Study of Methods of Estimating the Severity of Stuttering.

Rainey, Margaret Isabel.

A Study of Diadochokinesis Among Children in Relation to the Utterance of Series of Specific Syllables.

Thayer, John Richardson.

The Attitudes of Columbus Housewives Toward Television Advertising.

Warye, Richard Jonathan.

A Study of the Technical Problems Involved in a Production of Beggar on Horseback by The Ohio State University Theatre.

1953

Casambre, Alejandro J.

A Content Analysis of the Book Reviews in the Quarterly Journal of Speech, 1915-1952.

Chaiklin, Joseph Burton.

An Experimental Investigation of Native American Listeners' Relative Adaptation in Understanding Speakers with Foreign Dialect.

Kukore, Bernard Frank.

A Study of the Thematic Elements in the Plays of John Millington Synge.

Lass, Marjorie Edith.

The Construction of a Measure of Attitudes Toward the Role of the Hard of Hearing Person in our Society.

McGraw, William Ralph, Jr.

An Analysis and Production Book of The Fan by Carlo Goldoni.

Malloy, Margaret Mary.

Investigation of the Relationship between the Pitch of Side Tone and the Frequency of the Voice.

Nixon, Charles William.

An Experimental Investigation of the Effect of Continuous Loud Talking on the Threshold of Hearing of the Speaker.

Ripley, Joseph Marion.

Problems in the Extension of the Content Analysis Research Techniques to Include Oral Presentation for Use in Radio Research.

Soalero, Angolina Marie.

Alternate Speaker Lists for Multiple Choice Intelligibility Tests.

Schnitzer, Maxine Mario.

Measurements of the Speech Proficiency of a Group of Elementary School Children at Two Intervals During a Program of Remedial Speech Training.

Soderberg, George Arnold.

A Comparative Study of Adaptation Trends in the Oral-Reading of Stutters, Inferior, and Superior Readers.

Speer, Dora Anne.

An Experimental Study of the Intelligibility of Selected Consonant Sounds Spoken by Cerebral Palsied Adults.

Wagner, Robert Earl.

An Objective Study of the Organizational Skills of High School Students.

1954

Bowen, Harry Wilham.

A Study of the Radio and Television Listening and Viewing Habits of a Group of Ohio State University Students in the College of Arts and Sciences.

Davidson, Jo Ann Little.

An Investigation of the Relationship Between the Lip-Reading Ability of Normal Hearing Individuals and Measures of Concept Formation, Visual Perception, and Level of Aspiration.

Evans, William Eugene.

A Study of Intelligibility and Selective Filtering with a Unidirectional Communications Net

Fowler, John Douglas.

An Analysis of the Design and Staging of The Tinker's Trick at The Ohio State University.

Funck, Leah Ulnah.

Rhythm in Playwriting, Acting and Directing.

Grimm, William Arthur.

Auditory Thresholds as Obtained by a Method of Limits Testing Procedure.

Haynes, Oliver Durham.

The Production and Staging of Television Dance.

Marks, Harmon.

Radio and Television Coverage of Professional Baseball.

Mulligan Marigene.

Variables in the Reception of Visual Speech from Motion Pictures.

Myers, Addison Michael.

An Analysis and Special Production Report of My Heart's in the Highlands.

Patterson, John Burdeshaw.

An Analysis and an Execution of the Technical Phases of a Production of The Cradle Song.

Patterson, Robert Ellis.

A Study of the Antecedents and Origin of the Speech Outline as Found in Twentieth Century Textbooks.

Ried, Paul Eugene.

An Analysis and Production Book of Playboy of the Western World, by John Millington Synge.

Schultz, Walter Stanely.

An Analysis and Production Book of Pygmalion, by George Bernard Shaw.

Woofter, Herbert Reese.

The Relation of Mean Intensities to Intelligibility and Confusability of the Words of the US-UK and the ICAO Alphabets.

1955

Blakely, Clyde Walter.

A Study of Staging Techniques of Charles Kean's Tempest with Comparative Notes on Other Nineteenth Century Productions of The Tempest.

Carlson, Harry Gilbert.

An Analysis of an Arena-Style Production of The Remarkable Mr. Pennypacker.

Casmir, Fred L.

The Development of a Scale for Measuring Social Misconceptions Concerning Speech Among Groups of College Students.

Dolan, Mary Frances.

An Analysis of The Skin of Our Teeth: A Play by Thornton Wilder.

Duffey, Louise.

The Design and the Execution of the Costumes for The Winter's Tale.

Essa, Shirley Helen.

An Investigation of the Relationships Between Vocabulary Level and Three Aspects of English Language Skills of International Students.

Goolsby, Lula Mae.

Measurements of Judgments of Distorted or Defective Speech Sounds of a Group of Children Having Articulatory Disorders.

Hardick, Edward Joseph.

A Comparison of the Audiometric Thresholds of Children Obtained with the Bekesy Audiometer and a Conventional Pure Tone Audiometer.

Hardy, Jacquelin Joan.

An Investigation of the Most Effective Methods of Staging a Dance Revue with Details of all Aspects of an Actual Production.

Heisey, David Ray.

A Rhetorical Study of Charles Grandison Finney.

House, James Bush.

A Comparative Study of the Performance of Stutterers and Non-Stutterers on the Gupes Test and the Picture Frustration Test.

Houston, Samuel Frank.

An Analysis of Transitions and Connectives Used In Speech.

Kirk, John Wayne.

The Ohio State University Theatre Collection Philosophy and Methods -- An Evaluation.

Langholtz, Armin Paul.

Some Listening Habits and Attitude of Columbus Public School Teachers Toward the Medium of Television.

McDermott, Richard Paul.

A Study of the Reliability of Individual Ratings of Severity of Individual Moments of Stuttering.

McGrady, Harold James, Jr.

A Clinical Evaluation of Two Tests of Loudness Recruitment.

Mendiola, John Anthony.

An Analysis of Techniques of Student Evaluation of a First Course Program in Speech.

Nordman, Ted Henry, Jr.

The Problems of Poetic Drama in Relation to a Production of The Cocktail Party.

Olin, Donald Todd.

An Analysis and Production Book of the Children's Theatre Production of The Magic Slipper by Kelly Danford and Tilden Wells.

Place, Stanlye Harry.

An Analysis and Special Production Report of The Enchanted by Jean Diraudoux.

Reynolds, Theodore.

An Analyses and Interpretation of Eliza Doolittle in Bernard Shaw's Pygmalion.

Ross, Virginia Mullen.

A Study of the Problems of Dramatization of Three Narratives.

Scharrer, Joseph Fredrick.

A Critical Evaluation of the First and Second Seasons of Omnibus.

Schweikart, Robert Bruce.

A Study of Religious Implications in the Plays of Christopher Fry.

Wiener, Joy Marilyn.

A Survey of Hearing Aid Evaluations Conducted at a University Speech and Hearing Clinic.

1956

Baker, Donald Jessup.

An Experimental Investigation of the Use of Bone Conduction as a Standard Communication Channel.

Chambers, Robert E.

Creative Dramatics: Learning or Play? A Study of Three Informal Educational Situations.

Class, Lois Wunker.

A Comparative Study of Normal Speakers and Speech, Defectives with Regard to the Tactual-Kinesthetic Perception of Forms with the Tongue.

Cole, Anna Jane.

An Analysis of Two Major Addresses of Dwight D. Eisenhower and Adlai E. Stevenson in the 1952 Campaign.

Doudna, Mark Eugene.

An Analytical Study of a Multiple-Tone Pulse Type Group Auditory Screening Test.

Fleeman, Carolyn Sue.

A Survey of Noise Levels and Associated Hearing Losses Found in a Plastic Factory.

Hesse, John Frederick.

A Study of the Relationship Between Parental Attitudes and the Severity of Articulation Defectiveness in the Speech of Children.

Knox, Avon Orphie.

The Use of the Chorus in Modern Productions of Greek Tragedy.

Moorhouse, Melvin Paul.

A Rhetorical Study of Two Selected Congressional Speeches of Joshua R. Giddings.

Orser, Franklin Earle.

A Survey of American Television Comedy Writers, 1956.

Powell, Florence Amelia.

A Biographical and Critical Study of Solomon Smith, Early American Actor and Theatrical Manager, 1801-1869.

Sabah, Franklin David.

Some Effects of Student Judgment and Criticism of Undergraduate Classroom Speeches.

Smith, Robert Rutherford.

A History and Critical Analysis of CBC Wednesday Night.

Stephens, Mary Cattran.

An Experimental Investigation of the Relationship Among Three Filmed Lipreading Tests and Their Relationship to Teacher Ratings.

Williams, Mary Elizabeth.

A Study of Some Specific Problems in Acting Comedy.

1957

Bassett, Abe Joseph.

The Staging of Bulwer-Lytton's Richelieu, The Lady of Lyons, and Money.

Berstein, Gertrude Mae.

The Reproduction and Recognition of English Speech Sounds as Affected by the Native Language of International Students.

Bogarad, Allen Boyd.

A Historical and Rhetorical Analysis of Rutherford Birchard Hayes.

Dunham, Robert Eugene.

A Study of Certain Problems In the Use of Rating Scales in Evaluating Speech Performance.

Finney, Robert George.

The Design of a Measure of Ability to Judge the Relative Effectiveness of Classroom Speeches.

Ford, Lowell Wren.

Problems of Staging Selected Scenes from King Lear, Pelleas and Melisande, and The Life of the Insects in an Impressionistic Style.

Grossman, Myron Earl.

A Survey of the Promotion-Publicity-Merchandising Activities in Ohio Television Stations, 1957.

Harms, Leroy Stanley.

Some Evaluation of Student Achievement in a Beginning Speech Course.

Kuldau, Joseph Junior.

A Study of Behavioral Symbolism in Social Situations.

March, Nancy Isobel.

The Reliability of a Scaled Sample Technique of Measurements of Articulation in Defective Speech.

McTarnaghan, Roy Edward.

An Analysis of Some Personal Characteristics of Students of Speech.

Nichols, Alan Cheshire.

The Effects of Three Aspects of Sentence Structure Upon Immediate Recall.

Seel, Donna Jean.

An Investigation of the Differences Between the Audiometric Patterns of Cases of Functional Hearing Loss and Cases of Binaural Organic Hearing Loss.

Siena, Marcia Ann.

The History of the Great Southern Theatre, Columbus, Ohio

Smith, William Lee.

A Comparison of the Attitudes of Negro Respondents in Columbus, Ohio and Baton Rouge, Louisiana Toward Negro Appeal Radio Programs Being Broadcast in those Areas.

Wagener, Billy Bruce.

The Effects of Varying Conditions of Conference Upon Students' Expectations and Speech Performances.

1958

Anderson, Delmar Carl.

The Effect of Various Uses of Authoritative Testimony in
Persuasive Speaking.

Baas, Mary Gail.

A Study of Theatrical Elements in Live Television Drama.

Black, Helen Elizabeth.

An Evaluation of the Hearing Testing Program of the Columbus
Public Schools.

Burkhart, Ann Kammerling.

A Preliminary Bibliography for Creative Dramatics.

Chambers, William Allen.

Radio Listening Habits, Television Viewing Habits, and Program
Preferences of 150 Local Radio and Television Sponsors in
Columbus, Ohio

Deal, Leo Vilas.

Phonetic Similarities Among Stimulus Words and Alternative
Responses in Two Stimulus Multiple-Choice Intelligibility
Tests.

Gilpin, Donald Clarence.

Program Preferences and Industry Attitudes of Selected Television
Personnel in Columbus, Ohio

Gotro, Douglas Eugene.

Parallelistic Methods of Teaching Speech and Hearing to Deaf
Children.

Granitz, David Warren.

A Comparison of the Vocal Qualities of Blind High School Students
and Sighted High School Students.

Hast, Malcom Howard.

The Relative Efficiency of a Stenographer-Typist in Noise and with
One-and Two-Channel Listening.

Hoatson, Grant Cameron.

An Investigation of the Interest in Religious Broadcasts Among
College Graduates.

Hoffman, Julius.

The Neuropsycholinguistics of Phantom Limb Phonemenon

Jancosek, Elizabeth Gravely.

A Rating Scale Technique for the Measurement of Foreign Dialect Based Upon Non-contextual Material.

Jones, David Manlove.

A Procedure for the Development of Objective Test Questions for a Basic High School Speech Course.

Kramp, Harley Roy.

Television Viewing Habits of Elementary School Children.

Minihan, Helen Rose.

The Development of a Rating Scale Technique Based Upon Informal, Oral Descriptions for Measuring Foreignisms to American Speech.

Nelson, Juanita Morrow.

A Study of the Relationship between Articulation and Three Tests of Visual Perception.

Rampp, Donald Louis.

An Experimental Study of the Effects of Auditory and Auditory-Visual Stimulation, Frequency of Stimulation, and Latent Periods After Stimulation Upon the Speech Responses of Children with Functional Articulatory Problems.

Revels, Peggy Jean.

A Comparison of the Frequency of Pure and Complex Tones that are Judged to be Equal in Pitch.

Rieke, Richard Davis.

A Historical and Rhetorical Analysis of the Public Speaking of William Oxley Thompson.

Roberts, Kenneth Harris.

The History and Development of the Denison Summer Theatre.

Ross, Jane Fergus.

The Development of an Experimental Series of Religious Telecasts.

Roughton, Ronald Dean.

The Study of Sentence Structure as a Method of Improving Reading and Listening Comprehension.

Rutledge, Frank Carraci.

An Analysis of the Relationship of the Nationalistic Activities of Sean O'Casey and his Dramatic Works.

Shaw, Nancy Curtis.

An Evaluation of the Single Frequency Screening Techniques as a Reliable Predictor of Hearing Loss.

Stark, Earl William.

An Evaluation of the Tone Delay Test and its Clinical Implications.

Williams, Carl Ear.

A Measurement of the Rate of Children's Speech, Varied in Degrees of Defective Articulation.

Wolfe, Frances Bond.

Television: A Study of Its Effects Upon the Reading Habits of a Group of Mansfielders.

Zidonis, Frank John.

The Study of Television in the High School English Program.

1959

Bangham, Paul Jerald.

A Study of Nineteenth-Century Gas Lighting Methods as Evidenced in Some Existing Prompt Scripts.

Bottorf, Barrie Olin.

An Experimental Study of the Speech Defectiveness of a Group of Slow Learners Based Upon Two Scaling Methods.

Collins, Earl James.

The History of the Creation, Development, and Use of a World-Wide Military Non-Commercial Television Network for the United States Military by the Armed Forces Radio and Television Service.

Creech, Henry Bryant.

The Duration of the Syllable in Oral Reading.

Davis, George Dewane.

A Statistical Examination of Certain Aspects of the Hearing Conservation Program as the Ohio Department of Health.

Emanuel, Melvin.

An Evaluation of the Diagnostic Value of an Experimental Test of Auditory Discrimination.

Henderhan, Robert Cecil.

The Development of a Measure of Self-Esteem in the Public Speaking Situation.

Jackson, AllenStuart.

Production and Staging of the English Pantomime Illustrated by Harlequin and the Red Dwarf: The Adamant Rock Performed at Covenant Garden Theatre December 26, 1812.

Kay, Herbert Jack.

A Study of the Relationship between Some Indications of Communication Ability and Leadership at the Junior Officer Level.

Kepke, Allen Neal.

A History of the Players Club of Columbus, Ohio 1923-1959.

Kibler, Robert Joseph.

A Survey of the Extra Curricular Dramatics Activities in Ohio High Schools, 1958-59.

Kile, Sara Amanda.

John B. Wright's Staging at the National Theatre, Boston, 1836-1853.

Mostoller, Audrey Anne.

The Effects of Different Sound Pressure Levels Upon Vocal Tremor, with Special Reference to Cerebral Palsied Subjects.

Mullins, Raymond Jacob.

The Elements of Expressionism and Epic Theatre in the Plays of Thornton Wilder.

Parker, David Lambert.

Television Viewing Habits and Attitudes of Three Hundred Columbus Residents with Access to Educational Television.

Randolph. Harland LeRoy.

A Rhetorical Study of Persuasion in the Integration Movement.

Retter, Sharon Elaine.

A Costume Study of Early Nineteenth-Century Productions of Hamlet, Macbeth and Othello on the English Stage, 1800-1859.

Rothaar, Edward Raymond, Jr.

An Evaluation and Historical Survey of the Television Program Series Garroway at Large.

Rupp, James Mahon.

An Analysis of the Case for and Against Subscription Television.

Soderberg, Marilyn Kelly.

An Investigation of the Level-of-Aspiration Behavior of Hard of Hearing Lip Readers as Measured by a Lip Reading Task.

Stoyer, Lyn Paul.

A Comparative Study of Audience Reaction to Different Production Versions of WOSU-TV's "Folk-Trails" Program.

Stuerkon, Dora-Thea Wilhelmine.

A Study of Unaided Binaural Speech, Hearing, and Monaural Pure Tone Measures of Defective Hearing Subjects.

1960

Bolen, Robert Edgar.

A Study of the Secondary School Theatre as an Aid to Promoting World Understanding.

Brendlinger, Joyce Eleanor.

A Study to Determine Whether the Pitch of Children is Independent of the Pitch of Their Parents.

Casey, Lillian Sanderson.

A Study of the Correlation between the Response of the New York Newspaper Critics and the Success or Failure of Commercial Theatrical Productions from the 1956-1957 Season to the 1958-1959 Season.

Crane, Loren Danford.

Methods and Techniques of Speech Arrangement.

Dodez, M. Leon.

Robinson Jeffers' Roan Stallion: An Analysis and Appraisal for the Oral Interpreter.

Dupre, Donald Frederick.

A Justification of Contemporary Plays of Established Educational Merit for the High School Stage.

Durante, Marie Madeline.

The Effect of Speech Therapy on Certain Linguistic Skills among Children with Articulation Disorders in the Primary Grades.

Gibson, James William.

The Construction and Testing of a Forced Choice Scale for Debate Judging.

Ivison, Lorraine.

Comparison of Negatively Reinforced and Non-Reinforced Learning Methods in Relation to Auditory Discrimination.

Lewis, Ruth Bartlett.

An Analysis of Some Persuasive Methods of Adolph Hitler's Rhetoric.

McNamee, Joanne Frances.

Investigation of the Use of CID Auditory Test W22 with Children.

Michel, John Fred.

The Threshold Intelligibility of Vowels and Diphthongs under Various Conditions of Quiet and Noise.

Norris, Gloria Frances.

A Study of the Dimensions of the Quality of Voices Saying a Vowel.

Schramm, Allan Neely.

The Construction and Evaluation of Objective Test Items in Oral Interpretation.

Silvermann, Fred.

An Analysis of ABC Television Network Programming from February 1953 to October 1959.

Slott, Melvin Michel.

The Stage Arch: A Theatrical Device. A Re-Evaluation of the Advent and Use of the Sixteenth and Seventeenth Proscenium Arch.

Strain, Barbara Jean.

A Comparative Study of the Effectiveness of Lip-Reading Instruction in a Face-to-Face Situation and by Closed Circuit Television.

Tobias, Laura Wilson.

George Bernard Shaw's Theories and Techniques for Acting Shavian Roles.

Wilson, Barbara Jean.

An Objective Evaluation of an Original Twenty-Seven Word Picture Articulation Test Formulated to Examine Sixty-One Different Speech Sounds.

1961

Bartter, Kenneth Lee.

An Historical Investigation Illustrating the Evaluation of Programming of WOSU-TV, 1956-1960.

Briggs, Albert Lynn

A Survey of Content Problems in High School Play Selection.

Campbell, Duncan Hill.

Test Project JB: Objective Test Construction and Item Analysis for Use in a Basic High School Speech Course.

Cobes, John Paul.

An Investigation of the Possible Adaptation of Common Pipe and Angle to Stage Setting.

Compton, Arthur John.

A Study on Identification of Speakers by Voice.

Davidson, Lydia Ann.

The Effect of Dexe Drive on Threshold of Hearing.

Dawson, Janet Ione

Interfering Tasks and Materials Appropriate for Self-Administered Intelligibility Procedures.

Donovan, Robert Williams.

The Broadcaster as an Advocate: A Study of the Basic Considerations in Developing a Policy for Editorializing on Television.

Eddins, Myrtle Lou.

A Self-Administered Technique in Auditory Training.

Eliopolis, James.

A Suggested List of Discussion Topics with Particular Emphasis Upon Problem Areas for General Education in the Secondary School.

Eskelin, Neil Joyner.

The Radio and Television Habits and Attitudes of Two Hundred Business and Professional Men in Columbus, Ohio.

Ferrar, Eleanor Barbara.

The Costuming of Harlequin in British Satirical Prints, 1740-1820.

Fitch, Joyce Ann.

The Interrelationships of Parental Occupations and Socio-Economic Factors to Speech and Reading.

Gray, Philip A.

A Rhetorical Study of the Public Speaking of Joseph Benson Foraker.

Hagans, William David.

The Aims and Procedures of an Experimental Workshop Program in Educational Theatre.

Honor, Evelyn Yvonne.

The Effect of Chlorpromazine Hydrochloride on Hearing Thresholds.

Howell, Ruby Ann.

The Effects of Familiar and UnFamiliar Audible Stimuli on the Articulatory Efficiency of Children with Functional Articulatory Deviations.

Johnson, Mary Carole

A Study of Certain Aspects of Maturity of First Grade Children with Functional Articulatory Problems.

Keiser, James Edward.

A Suggested Course of Study for Ninth Grade Dramatics.

Kettler, Suzette-Claire.

A Passion for Declivity: The Retreat from Complicity in Tennessee Williams.

Kline, Charles William.

A Survey of Speech and Dramatics in the Secondary Schools of Franklin County, Ohio.

Lichty, Lawrence Wilson.

A Study of the Careers and Qualifications of Members of the Federal Radio Commission and the Federal Communications Commission.

Lutz, Robert A. B.

A Course of Study Guide for the Speech Program in Pickaway County Schools.

Manburg, Sandra.

Children's Literature on Television: A Production Study

Sabatino, David Albert.

The Determination of Bone Conduction Thresholds at Three Locations on the Skull, Utilizing Bekesy and Conventional Audiometric Techniques.

Schechter, Beverly Joyce.

The Responses of Aphasic Adults to Five Methods of Speech Rehabilitation.

Tsai, Andre Tii-Kang.

John Moore and His Staging Methods.

Topping, Malachi Combs.

A Descriptive Study of the Political Broadcasting Policies of Certain Radio and Television Stations in Ohio and Michigan in the 1960 General Election Campaign.

Utsynomiya, Tariho.

Television as a New Medium of Teaching English in Japan.

Warner, Lawrence Frye.

A Qualitative Analysis of Radio Audiences of a Network Affiliate and an Independent Station.

1962

Allyn, Jane Phillips.

A Program Guide in Speech for the High School at Chillicothe, Ohio.

Bock, Fred., II.

A Historical Investigation of Edwin Forrest's Production of King Lear.

Burr, Floretta Fae.

An Objective Evaluation of the Effectiveness of a Voice and Diction Course on Certain Communicative Skills of High School Students.

Bushnell, William H.

The Production Problems Involved in Directing and Designing a Production of Warner Leroy's Between Two Thieves.

Carmel, Norman H.

A Self-Administered Procedure for Oral Language Development Among Mentally Deficient Children.

Currie, Richard L.

Mazeppa, a Representative Nineteenth-Century Equestrian Melodrama.

Deitz, Patricia.

Binaural Diplacosis in Normal Listeners as Related to Intensity and Duration of Stimuli.

Kerr, Barlyn B.

A Study of Selected Prompt Books for Productions of Measure for Measure Between 1772 and 1846.

Linnabary, Ivan B.

An Analysis of Plays Demonstrating the Use of Plot Problems as a Device for Play Selection and Dramatic Instruction.

McCollough, Barbara J.

The Effects of Chlortromazine Hydrochloride on Intensity of Reading Rate and Intelligibility of Speech.

McQuigg, Ruth Bushanan.

An Experimental Study of the Effect of Certain Directed Activities on the Oral Communication of First Graders.

Nethery, Mary J.

The Effects of Selected Modifications of the Speech Signal on Intelligibility of Speech and on the Spectra of Vowels.

Pettit, John M.

The Relationships among Four Categories of Vocal Quality and Discriminatory Skills.

Ringe, Robert C.

The Development and Use of an Error-Choice Scale in Measuring Attitudes Toward Selected Elements of a Basic Speech Course.

Schoen, Kathryn.

Development and Refinement of Objective Test Items for a Basic High School Drama Course.

Seingle, Edward E.

A Scale for the Measurement of Empathic Effect in Terms of Emotional Impact.

Trombetta, Mary Ann R.

The Relationship of Functional Misarticulations to Vocal Quality.

White, Willard C.

Analysis of the Rate and Intensity of Laryngectomized vs. Normal Speakers Reading under Conditions of Side-Tone Delay.

Zimmer, Diana B.

A Survey of the Controversy over the Effects of Broadcasting on Elementary School Age Children.

1963

Cavarozzi, Joyce Pennington.

An Analysis of the Plays of Edward Albee.

Fricke, James Edward.

An Investigation into the Effects on Perception of Conflicting Material Presented Simultaneously to the Auditory and Visual Sensory Channels.

Gnifkowski, Kathleen Marie.

The Role of Television in the Office of the Presidency 1954-1963.

Hiner, Lawrence Darrel.

A Study of the Relationships Between the American Federation of Musicians and the Producers of Network Television Programs Between 1948 and 1963.

Joyce, Robert Suddards.

A Study of the Popular Appeal of East Lynne on the American Stage.

Keenan, Robert Allen.

A Study of Speech Distorted in Spectrum and Time.

Lang, Kathleen Hester.

Development of a Self-Instruction Manual for Parents of Children in Speech Therapy.

Lewis, Lloyd Keith.

Solutions to Improve Some Stage Techniques of Limited Theatres.

Mahaffey, Robert Bruce.

An Investigation Relating Short-Term Tachistoscopic Training to Improvement of Basic Speech Reading Abilities.

Marsh, Richard Victor.

An Experiment of Phase Programming.

Marshall, Claire Jones.

Development and Experimental Evaluation of a Program of Listening Instruction for Grade Two.

McGlone, Edward Leon.

An Investigation Into the Platonic Contributions to Rhetorical Theory: The Cratylus.

Miller, Forest Ralph.

A Study of the Methods of Determining Community Interests Used by Selected Radio and Television Stations in Central Ohio.

Paul, Constance Louise.

The Verbal Output of Second-Grade Children with Functional Misarticulations.

Penry, Nancy Kay.

A Study of the Dramatic and Theatrical Techniques of Eugene Ionesco.

Pettit, Betty Connolly.

The Effect of Acoustical Environment on Speechreading Performance.

Phipps, Sonia.

A Palatographic Study of Eight Lingus-Alveolar Consonants.

Roberts, Margaret Mills.

A Study of the Intelligibility and Confusability of Consonants in Cleft-Palate Speech.

Selph, Barbara Jane.

A Descriptive Analysis of the Network Television News Commentary Program Howard K. Smith, News and Comment.

Stemple, Carol Ruth.

Mental Imagery in Aphasia

Stout, Robert Elliott.

A Demonstration of a System of Iconography in the Field of Theatrical History.

Supler, Mary Virginia.

The Intelligibility of Vowels and Diphthongs in Monosyllabic Words Under Conditions of Noise.

Swigart, Eloa Theo.

The Pitch of Periodically Interrupted Tones.

Thompson, Joseph Richard.

A History of the Harlequino Incorporated of Sandusky, Ohio, 1927-1962.

Yamabhai, Swanit.

A Rhetorical Appraisal of King Bhumibal Adalyadej's Public Speaking in the United States.

Zachman, Thomas A.

The Effects of Bandpass Filtering Upon the Vocal Production of the Vowel (u)

Zytkus, Marilyn Jacobs.

The Effect of Speech Instruction on the Ability of Classroom Teachers to Select Children for Speech Therapy.

1964

Asp, Carl William.

An Investigation of the Localization of Interaural Simulation by Clicks and the Reading Time of Stutterers and Nonstutterers under Monaural Sidetone Conditions.

Bailey, Richard Eugene.

A Rhetorical Study of Selected Sermons of Washington Gladden.

Boder, William Dunbar.

A Rhetorical Analysis of Theophilus Mills Taylor.

Bousliman, Charles William.

An Analysis of Selected Scene Designs from Early and Recent Productions of Heartbreak House and Saint Joan.

Carpenter, Edity Caryl.

A Comparative Study of Listeners' Reactions to Speech and Voice Disorders.

Center, Benjamin.

An Investigation into the Logitudinal Effect of Tongue Control Training on Tongue Thrust Associated with Atypical Swallowing.

Clawson, William Brent.

A Study of Oral Communication of Educable Mentally Retarded Adolescent Boys in a Dyadic Situation Utilizing Semantic Categories of Coordinates.

Duell, Carolyn Marie.

The National Academy of Television Arts and Sciences: A History and Evaluation.

Fields, John Henry.

Falstaff in Production, Henry IV, Part I: A Critical Evaluation of the Character of Sir John Falstaff as Portrayed in the 1964 Production of Henry IV, Part I.

Fitzsimmons, Brian Arthur.

The Development of a Guidebook for Australian School Teachers on the Potential Contributions of Television to Education.

Fry, Donna.

A Rhetorical Analysis of P.H. Welshimer.

Galanowsky, Gloria Irene.

The Role of Television in the Office of the Presidency, 1945-1963.

Griffin, Robert Arthur.

Educational Implication of Meaning and Logic for Semantics and Rhetoric.

Jacoby, Gordon A.

A Comparison of Pure Tone and Speech Pitch Matching by Educable Mentally Retarded Children.

Jameson, Jamie George.

A Creative Production Thesis: The Great Catherine, a Play by George Bernard Shaw.

Jones, Robert Gray.

Readers Theatre Production: A Portrait of the Artist as a Young Man.

Kile, Jack Ellis.

The Pitch of Rectangular Wave Forms.

Kyle, Judy Marlene.

A History of the Ohio State University Department of Speech.

Malone, Robert Jack.

The Feasibility of a School System Operation of an Educational Television Station.

Mentzer, Carolyn Anne.

The Role of Women Employees in Educational Television Stations in 1964.

Michaels, Carol Ann.

A Study of the Effect of Training on the Evaluation of Phonetic Errors.

Morehead, Donald Melvin.

The Predictability of Letters and Spaces as a Function of Rate of Deletion from Balanced Phrases and Sentences.

Norris, Nancy Myers.

A Rhetorical Study of Selected Temperance Speeches Delivered by John G. Wooley, 1900-1920.

Paisley, Kay Eileen.

A Survey of the Relationship of Commercial Televiewing to Creativity of Third Grade Children.

Parks, William Herman.

A Study of Relationships Between the Articulatory Abilities of Cerebral Palsied Adults and Older Children and Certain Aspects of Their Language Function.

Plummer, Sally Ann.

A Comparison of Detection Thresholds for Pure Tone Audiometry and Verbal-tonal Audiometry (Filtered and Nonfiltered Speech Stimuli) in Normal Hearing and in Impaired Hearing Populations.

Rodgers, Charles A.

A Content Analysis of Selected Female Roles.

Snyder, Donna Mae Broeske.

Adolescents Reexamined Several Years after the Termination of Speech Therapy.

Swabb, Luke Joel.

A Rhetorical Study Based on Aristotelian Principles of Selected Temperance Sermons Delivered by William Ashley Sunday, 1911-1932.

Swope, Suzanne.

A Study of Language Ability of Second Grade Children with Functional Misarticulations.

Takefuta, Yukio.

The Pitch and Duration of English-spoken Japanese.

Traul, Gail Nygaard.

The Reception of Fifty Selected Words in Three Contexts.

Tritschler, James Joseph.

Michel De Ghelderode: An Appreciation.

Walker, Diane Dennis.

A Study of Performances by Mentally Retarded Children in Three Varied Presentations of Auditory Discrimination Tests.

Zidel, Greta Davidson.

Relationships Between Clinicians' Identifications and Misarticulations and Certain Measures of Sound Discrimination.

Zilles, Bette Brown.

An Investigation of Certain Speech and Language Skills of Negro and White Children of Columbus, Ohio.

1965

Adelman, Martin Donald.

A Semantic Analysis in Jewish Education.

Alison, Claire Alice.

The Intonation of General American Speech.

Ausenheimer, Betty Carter.

Effects of Frequencies of Speech Therapy on Several Measures of Articulatory Proficiency.

Braun, Marilyn Helen.

Original Scripts for Children's Theatre.

Brause, Paul Richard.

A Rhetorical Study of Selected Speeches of Clement Laird Vollandigham.

Brotkin, Rona Elayne.

Word Association Ability of Aphasic Adults Using Reduplicatives and Commonly Associated Pairs.

Cassell, Paula Rhee.

The Effect of Different Modes of Reading on the Recognition of Verbal Materials.

Champagne, Susan Theresa.

A Study of the Relationship between Articulatory Ability and Spoken Language of Deaf and Hard-of-Hearing Adolescent Children.

Dunn, Carolyn Bittner.

A Longitudinal Study of the Effects of Maturation upon Speech and Sound Discrimination Tasks.

Felder, Lois Raye.

The Effects of Varying Linguistic Units upon Misarticulation of First- and Second-Grade Children.

Garbe, Joanne Stewart.

A Study of the Auditory Perception Skills of College Students Enrolled in a Voice and Diction Course.

Garry, Joseph James, Jr.

Permit Me Voyage: A Study and a Dramatic Adaptation of the Works of James Agee.

Gray, Jacqueline Katherine.

A Study of the relationship between the Speech-Sound Discrimination of Educable Mentally Retarded Children and Certain Aspects of their Language Ability.

Hahn, Diane Ruth.

Poetry of Emily Dickinson: Analysis for Oral Interpretation.

Kagels, Lawrence Frederick.

A Rhetorical Study of Selected Temperance Speeches.

Kennedy, Mary Leech.

The Teaching of Shakespeare on the High School Level.

Kilpatrick, Irene Denise.

Auditory and Visual Recall of Digits by Aphasic Adults under Immediate and Delayed Conditions.

Kramer, Patricia Vukovich.

Effects of Extended Low-Frequency Ranges in the Amplification Systems Used by Pre-School Deaf Programs.

Linnell, James Ward.

Some Problems of Dramatization.

Lorenzen, Richard LeRoy.

The Dramaturgy of Thomas William Robertson: A Study of Six Plays Produced at the Prince of Wales Theatre, 1865-1870.

Mathews, Emerson Bruce.

A Study of Editorials Broadcast on Radio Station WMRH, Marion, Ohio.

Murry, Thomas.

A Comparison of Spoken Sentences Uttered by Deaf and Hard-of Hearing Children.

Plummer, Joseph Thornton, Jr.

Q-Methodology in Radio Audience Research and the Analysis of Formula Radio.

Reed, Thomas Beckett.

An Appraisal of Community Awareness of Propaganda Potentials in its Midst.

Reitzel, Joyce Ann.

A Study of the Effects of Sentence Structure on Speech-reading Scores.

Rohovsky, Karen Andreas.

A Study of Stuttering in Institutional and Non-institutional Mongoloids.

Rosen, Marjorie.

A Comparison of the Pitch-matched Ability of Three Student Groups at Two Selected Frequencies.

Rosenberg, Nancy Myra.

A Study of the Relationship between Speech-Sound Discrimination and Articulation in an Educable Mentally Retarded Population as Measured by Two New Tests.

Schenk, William Murrel.

A Development of the Scenic Designs for the Ohio State University Production of She Stoops to Conquer.

Smith Hubert Leigh.

An Exploratory Study of Certain Areas of Personnel Administration in American Educational Television Stations.

Smith, Virginia Isabelle.

Self-Perception and Projection-Sound Discrimination of Children with Defective Articulation.

Spatafore, Sara Marie.

The Articulation Proficiency of First Grade Children with Kindergarten Experience.

Stambaugh, Ortha Black.

Walter Kerr's Views on the Principles of Directing.

Weinman, Rhoda.

A Study of the Ability of Aphasics to Group Items as Related to their Functional Language.

Winger, Barbara Frances.

Aphasic Responses to Sequencing Tasks.

1966

Anderson, Aline Neidhart.

A Study of the Intelligibility and Confusability of Consonants and Consonanted Clusters in Esophageal Speech.

Butterfield, Charlotte Ann.

A Comparison of Word Classes Used by Three and Four-year-old Children.

Buttar, Angela Jane.

A Comparison of Restricted Forms Used by Three-and Four year-old Children.

Cathcart, William L.

Viewer Needs and Desires in Television Newscasting.

Feeney, Marcia Jones.

An Evaluation of Two Approaches to Speech Therapy for Children with Functional Misarticulations.

Ferguson, Robert Neal.

An Investigation of Spondee Threshold Measurement Procedures by Air Conduction and Bone Conduction with Mentally Retarded Individuals.

Fritz, Donald Lewis.

An Analysis of the Meanings of Some Common Words of Religion.

Garlinger, Mary Susan.

The Preparation of an Educational Film Script Dealing with Readers' Theatre.

Harries, Thomas Edward.

The Systematic Creation of a New Television Program.

Holleran, Brian Patrick.

A Comparison of Oral and Written Listening Tests.

Houck, Rose Elizabeth.

A Study of the Lingual Orientation of Normal and Articulatory Defective Speakers on a Test of Lingual Identification of Selected Arrangements of Haptic Forms.

Hubbard, Patricia Ball.

The Effect of Delayed Auditory Feedback on the Vocalizations of Infants.

Johnson, Marjorie King.

An Analysis of the Artistic Process in Creating the Character of Mary Tyrone in Long Day's Journey Into Night.

Jolly, Sharon Cenname.

The Effects of Memory and Noise in the Self-administered Intelligibility Procedure.

Lampus, John Jay.

Some Rhetorical and Experimental Implications of the Newspaper Publicity in the Shephard Murder Case.

Lipson, Henrietta Cynthia.

An Investigation of Two Auditory Abilities of "Minimally Brain-Injured Children." and an Evaluation of their Speech and Language Characteristics.

Lustig, Vincent Frank.

A Comparative Study of Auditory and Visual Short-term Memory in Mentally Retarded and Normal Children.

McDaniel, Robert Michael.

A Translation and Commentaries on The Deliberations of Chirius Fortunatianus on Rhetoric.

McMillin, Nikki Pascal.

A Comparison of Syntactic Transformations Used by Three- and Four-year-old Children.

Morrison, John Richards.

An Exploratory Study of Minority Interest Programming Activity of American Educational Television Stations.

Newfield, Melaine Ullman.

A Study of the Acquisition of English Morphology by Normal and Educable Mentally Retarded Children.

O'Sullivan, Hanora Marie.

A Rhetorical Analysis of Selected Courtroom Speeches and Speeches on Crime Delivered by Thomas E. Dewey, 1937-1939.

Pierce, Charlotte Marie.

The Effect of an Antidepressant (Amitriptyline Hydrochloride) upon Hearing and upon the Speech of Subjects Experiencing Delayed Side-tone.

Ramsey, Carol Louise.

The Effects of Using Multiple-choice Intelligibility Test Material in the First Course in Speech.

Royal, Marty Sonya.

Relationships between Written Language Measures Nonverbal Intelligence, and Other Variables among Residual Deaf Children.

Shnider, Doris Teitelbaum.

The Effect of Context upon the Identification of Words in Sentences Uttered by Hearing-impaired Children.

Smith, Dianne Lang.

A Comparison of Shadowed and Delayed Response Techniques in Speech-reading Therapy.

Stevenson, Marcia Lynn.

The Development and Standardization of a Short Three-part Picture Articulation Test for Screening and Diagnostic Purposes.

Spanabel, Joyce Goodman.

Costume Design Concepts for a Production of Twelfth Night.

Tenenbaum, Diane Lee.

The Retention and Sequencing Ability of Aphasic as Measured by Tasks Involving Four Sensory Modalities.

Tenenbaum, Donna Lee.

Gestural Communication with Aphasics in a Dyadic Situation.

Thesing, James John.

A Creative Production Thesis: Under Milkwood.

Toliver, Gloria Dean.

Oral Language Measurements in Educable Mentally Retarded Children.

Wachs, Saul.

Jewish Education. A Pilot Project.

Wehner, Raymond Henry.

Bartleby, A Play Adapted from Herman Melville's Bartleby, A Story of Wall Street.

Weis, Lois Devoe.

Creative Dramatics: A Comparative Study.

Winger, Rober Kohler.

Extended Analysis of Responses to Auditory Stimuli in Infants with Suspected Deafness Due to Maternal Rubella.

Winnett, Vernon Ellsworth.

A Content Analysis of Television Commercials for Identification of Communication Principles.

Wolak, Camilla Howes.

Two New Plays for Children which Follow the Established Criteria of Children's Theatre.

1967

Babcock, Jackson Von.

A Production of Ionesco's The Bald Soprano.

Bourguard, Robert Woodruff.

The Impact of Television on the Growth and Development of the National Football League, 1961-1966: A Descriptive Study.

Buccalo, William Raymond.

Attitude toward Television, Including Utilization and Participation by Faculty of the Ohio State University.

Bullock, Marvin Douglas.

The Effects of Different Reverberation Times upon the Intelligibility of PB Words as Perceived by Subjects with Normal Hearing and Subjects with Sensori-Neural Impairments and Concomitant Discrimination Losses.

Chaney, Elwood.

The Consistency of the Production of Four Consonant Sounds by Preschool Children on Two Different Tests of Articulation.

Chiandussi, Ann Marie.

The Effects of Speech Therapy on Certain Silent-Reading Skills among Second-Grade Children.

Coldren, Richard L.

An Analysis of the Public Relations Department of the Columbus Public Schools.

Cole, Tena Michelle.

A Comparative Study of Oral-Verbal and Visual Abstraction Abilities in Mentally Retarded Children.

Draper, Deborah Lorane.

A Critical Analysis of a Newscaster in Columbus, Ohio.

Eigenberg, Sigrid Rubenkoenig.

The Relationship between the Reflection-Impulsivity Dimension and Phonemic Discrimination of Children with Functional Misarticulations.

Eisenber, Ronald Aaron.

Vehicles of Communication Employed by Robert Taft, Jr., Candidate for Congress, 1966 Congressional Elections.

Eliot, Donald Shields.

The Use of a Syllabic Listening Task in Speech Audiometry.

Erlich, Michael Glenn.

Henry David Thoreau's "Plea for Captain John Brown": A Rhetorical Analysis.

Ernst, Mary Alice.

An Analysis of Information as a Variable in Attitude Spread.

Fedotin, Ruth Sneid.

The Effect of Auditory Interfering Stimuli on Speech Responses of Children in Primary Grades.

Feltman, Arlene Kessler.

The Effect of Reinforcement on Listening Skills of Culturally Deprived Preschool Children.

Filocco, Eileen Veronica.

A Comparative Study of Selected Aspects of the Linguistic Functioning of Institutionalized and Non-Institutionalized Educable Mentally Retarded Children.

Flamer, Michael Abraham.

A Systematic Approach to Image Analysis.

Grant, Joni Linick.

Myology of the Larynx Emphasizing the Thyroarytenoideous (a Macroscopic Study).

Hayden, Elaine Alyce.

Satire: An Appraisal of Its Use in Oral Interpretation.

Henson, David Mason.

Video-Tape Instruction in Secondary Speech.

Hurvitz, Judith Ann.

A Comparison of the Spoken Language of Children and their Mothers.

Johnson, John Howard.

The Evidence Play - A Study of a New Emphasis in Playwriting.

Kaufman, Rebecca Lee.

The Effect of Self-Esteem in Decision Making in Debate.

Kusma, Kyllikki.

A Comparative Study of the Use of Transformations by Normal and Hearing-Impaired Children.

Marks, Deanna Kate.

A Comparison of Aphasic Individuals, Children, Normal American Adults and Foreign Adults on a Letter Predicting Task of Generative Grammar.

Metzger, Barbara Louise.

A Comparison of the Aided Performance of Hearing Impaired Persons with Extended Low Frequency and Conventional Hearing Aids.

Myers, Ann Kimball.

A Prognostic and Normative Study of the Articulatory Proficiency of First-Grade Children.

Ominsky, Frances.

The Effects of Repeated Practice with the Self-Administered Intelligibility Procedure.

Powers, Joyce Small.

Study of the Interests-Values and Self-Concepts of Undergraduate Speech and Hearing Majors.

Rarick, David Lawrence.

Predicting Viewer Preferences in Visual Appeals in Television Programs.

Ross, Brownell C.

A Study of Speech Sound Discrimination Ability of Culturally Disadvantaged Children.

Schalk, Sister Mary Carol.

A Prognostic and Normative Study of the Articulatory Proficiency of Kindergarten Children.

Schuler, Verna Jean Smith.

Factors Predicting Comprehensibility of Esophageal Speech.

Seymour, Charlena Moten.

Recall and Sequencing of Scrambled Sentences by Aphasic Adults under Auditory and Visual Stimulation.

Shearer, Loren Adair.

A Study of Parental Attitudes Toward the Teaching of Speech in the Secondary School.

Tucker, Betty Jean.

A Study of Creative Dramatics as a Method for Improving the Spoken Language of Culturally Deprived Children at the Kindergarten Level.

Witt, Cecilia Catherine.

Identification of Emotionally Toned Speech Samples by Normal Listeners and Aphasic Adults.

Zilch, Marsha Lach.

A Study of Gross and Fine Sound Identification Abilities in Children with Diagnosed Auditory Perceptual Problems.

1968

Arora, Kamlesh Kumari.

The Ability of American and Foreign Listeners to Identify Short Samples of Recorded Speech of Foreign and American Speakers.

Baker, Janice Ellen.

A Study of the Consonantal Production Associated with Submucous Cleft-Palate Speech and Cleft-Palate Speech.

Baxter, Katherine Reigle.

A Comparison of the Voice Quality of Mongoloid and Normal Children.

Bishop, Donald Eugene.

A Study of the Historical Development and Intended-Audience Reception of Silhouette as a National Religious Radio Series Designed to Reach and Affect Teenage Audiences.

Bond, David James.

Fundamental Frequency and Loudness of Vocal Fry at Three Pitch Levels.

Brown, Patricia Joan.

The Rhetorical Practice of John Nunor Botts, John J. Crittenden, and Sam Houston as Southern Humorists in 1860.

Brundage, James Milton.

The Ability of Randomly Selected High School Seniors to Judge Severity of Articulation Defectiveness in the Recorded Speech of Young Children.

Butterbaugh, Elizabeth Crall.

A Justification, Description, and Evaluation of an Experimental Rendition of The Lesson.

Coleman, William Ebbert, Jr.

An Investigation of Speaker Credibility in Pulpit Oratory.

Cukerbaum, Mary Jo.

The Effect of the Speech of Parents and Older Siblings on the Speech of Ten-Year-Old Children.

Dicks, Vivian Irene.

Description of Criteria which Influence Debate Coaches Decisions when Selecting Tournaments for Teams with Varying Levels of Experience and Preparation.

Edward Louis Aleo.

The Effects of Delayed Sidetone on the Duration of Speech of Cerebral Palsy and Non-Cerebral Palsy Speakers.

Epstein, Barbara Allyn.

Observational Accuracy, Interpersonal Sensitivity, and Interpersonal Interaction Patterns of the Speech Clinician.

Focke, Mary Frances.

A Study of the Female Laryngeal Voice.

Glatt, Diane Elizabeth.

John Osborne's Look Back in Anger, as It Reflected Postwar Frustrations in Britain.

Gordon, Kathleen Clegg.

A Quantification of Some Psychological Problems Following Laryngectomy.

Grieselhuber, Nancy Allen.

The Effects of Auditory, Visual, and Auditory-Visual Imprint upon the Spoken Reproduction of Verbal Symbols by Hearing Impaired Children.

Griffith, Max Eugene.

The Delaware, Ohio City Opera House and Its Nineteenth Century Activities.

Johnson, Stan Craig.

The Rhetorical Foundations of Political Zionism 1896-1917.

Keller, Beverly Turpack.

A Survey of the Adolescents' Use of Television in 1969.

Madden, Richard Henry.

Radio at the Ohio State University, 1910-1956.

Miller, Creighton John.

The Doubles According to Plautus: A Creative Study of the Commedia Dell'Arte.

Moore, Charles Isaac.

The Oratory of Jose' Marti -- Leader of Cuban Independence.

Morrow, Lynn Shipman.

The Elves and the Shoemaker as Fantastic Realism: A Production Thesis.

Mumm, Myrna Neuman.

A Comparison of Syntactic Transformations Used by Two Groups of Neurologically Impaired Children.

Ouzts, Florence Uguccioni.

A Study of the Pitch Characteristics of Infants under the Effect of Delayed Auditory Feedbacks.

Palmo, Duane Coulter.

The Role of the Designer in the Television Production Process: A Case Study of The Nick Clooney Show.

Pflaumer, Elizabeth Mae.

A Definition of Listening.

Pinero, Iris, Marcia.

The Effect of the Number of Choices in Closed Response Sets on the Identification of the Stimulus Consonant.

Pressman, Dorothy Elaine Steingarten.

Intelligibility and Some Perceptual Confusions Associated with Modes of Speaking and Filtering.

Rea, James Richard.

A Factorial Study Comparing Certain Features of Two Methodologies of Categories of Audiometry: Conventional and Verbo-Tonal.

Schroeer, Susan Grossman.

The Relationship of Client-Therapist Comptaibility to Progress in Alaryngeal Speech.

Thompson, Ronald Livingston.

Judgments of Severity of Articulation Defectiveness During the In-Flight Conditions of Noise of the DC-3 Airplane.

VanBrunt, Thomas Harvey.

Hamarita and Romeo and Juliet.

Voltz, Margo Jean.

Samuel Phelps' Interpretation of Shakespeare's A Midsummer Night Dream, "We...Have...Created Both One Flower."

Walker, Glynda Marie.

The Effectiveness of Training on the Speech Clinicians' Perceptual Accuracy of Consonantal Phonemes.

Warchol, Patricia Ann.

The Effects of Delayed Side-Tone on the Fundamental Frequency of the Voice.

Warnock, Thomas Clark.

Maynard E. Sensenbrenner: A Study of A Political Communicator at the Municipal Level.

Wilke, Linda Schmalurtst.

Perception of One's Own Consonants and Consonantal Clusters.

Wilson, Philip.

Production Handbook for the Diary of Anne Frank.

1969

Bennett, Sandra Williams.

An Evaluation of Ten-Watt Non-Commercial Educational FM Broadcasting.

Campbell, Oliva Lynn.

A Comparison of Vocal Quality of Pre-school Deaf and Normal Hearing Subjects.

Ferrante, Leonard A.

The Rhetoric of Liberalization in the American Catholic Church.

Flynn, James Henry, II.

Television Station Image: A Q-Methodological Study.

Grant, Lee.

An Acoustical Analysis of Feline Cats Vocalization.

McDonald, Patrick, Rush.

The Telephone News Line as a Method of Disseminating Industrial Information.

Needham, Ellen C.

The Relative Ability of Aphasic Persons to Judge the Duration and the Intensity of Pure Tones.

Powell, Ann Thomas.

A Comparative Study of the Spoken Language of Negroes and Caucasians from Southern Universities.

Seymour, Harry, Nathan.

An Evaluation of a Voice and Diction Course at Shaw University.

Simon, Jeffery Neil

Viewer Types and Viewer Preferences for Kinds of Television Violence.

Slonaker, Larry Lee.

Organizational Communication -- Attitude and Administrative Patterns of the School of Allied Medical Professions, The Ohio State University.

Tex, Ruthe Natalie

Ratings of Stutterers and Speech Pathologists of the Severity of Samples of Disfluent Speech.

Wild, Sydney D.

A Study of Aphasic Individual Predicting Letters of Graded Materials Previously Predicted by a Normal Person.

II. DOCTORAL DISSERTATIONS

1936

Cotton, Jack C .

A Study of Certain Phoniatic Resonance Phenomena.

1937

None

1938

Abernathy, Edward Robert.

The Auditory Acuity of Feeble Minded Children.

1939

None

1940

None

1941

Mason, Marie Katherine.

A Cinematographic Technique for Testing More Objectively the Visual Hearing Comprehension of Young Deaf and Hard of Hearing Children.

1942

Ewing, William Hollis.

An Evaluation of the Individual Versus the Group Speaking Method of Teaching the Beginning College Speech Course -- A Controlled Experiment.

1943

None

1944

Riley, Donald W.

A History of American Radio Drama from 1919 - 1944.

1945

Brooks, George Edward.

A Rhetorical Comparison of Woodrow Wilson and Franklin D. Roosevelt,
Based Upon Aristotelian Criteria.

Gerhard, Robert Hassle.

Japanese Pronunciation.

1946

Mathews, Jack.

A Proposed Technique for Measuring the Type and Amount of
Loaded Language Used in a Speech and the Application of this
Technique to the Study of the Effect of Loaded Language on the
Amount of Information Audiences Remember from Two Recorded
Speeches Dealing with Capital-Labor Disputes.

Staats, Loren Coover.

The Extent of Variation of the Denotative Meaning Attached by
Audiences to the Forty-Six Common Nouns in Context, in an
Excerpt from a Speech Delivered by Franklin Delano Roosevelt on
November 4, 1940.

1947

None

1948

None

1949

Ehninger, Douglas Wagner.

Selected Theories of Inventio in English Rhetoric: 1759 - 1828.

Scott, Joseph Wright.

The Japanese Noh Play: The Essential Elements in Its Theatre
Art Form.

1950

Anderson, John O'Deen.

A Descriptive Study of Elements of Esophageal Speech.

Atkinson, Chester Joseph.

A Study of Vocal Responses During Controlled Aural Stimulation.

Calvert, James Jenkins.

Verbal Behavior as a Predictor of Personality.

Graham, Mary Whiteford.

The Lyceum in Ohio From 1840 to 1860.

Keesey, Ray Edward.

The Rhetorical Theory of John Lawson.

1951

Bowen, Roy H.

A Study of Arena Staging Based on Audience Response to the First Season of the Stadium Theatre.

Drushal, John Garber.

The Speeches of Louis Dembitz Brandeis, 1908-1916.

Fotheringham, Wallace Croft.

A Study of Methodology in the Construction of a Graduate Achievement Test in the Area of Speech and Hearing Disorders.

Neely, Keith Kent.

The Effect of Oral Practice in Presence of Different Conditions of Side-Tone Upon the Rate and Sound Pressure Level of the Speech of a Group of Stutterers.

O'Neill, John Joseph.

Contributions of the Visual Components of Oral Symbols to the Speech Comprehension of Listeners with Normal Hearing.

Robinson, Frank Bennett.

Effects of Changes in the Relationship Between the Speech and the External Side-Tone Level on the Oral Reading Rate of Stutters and Non-Stutterers.

1952

Anderson, Thomas Brown.

An Evaluation of Two Pulse Type Tests of Hearing.

Beighley, Kenneth Clare.

An Experimental Study of the Effects of Four Speech Variables on Listener Comprehension.

Griffith, Rita Scott.

The Relationship Between Phonetic Patterns of Individuals with Superior, Average, and Poor Articulation and Their Preferences Among Controlled Speech-Sound Stimuli.

Mall, Richard Merrill.

Some Aspects of Political Broadcast Policies of Radio and Television Stations in the United States.

1953

Angrist, Arthur William.

A Study of the Communications Problems and Practices of Executives in Business and Industry.

Barber, George Bradford.

An Analysis and Evaluation of Forensic Contests as Conducted in the Secondary Schools within the Area of the North Central Association.

Breniman, Lester.

A Study of General Processes and Procedures Common to the Major Speech Activities.

Carlton, Robert L.

An Experimental Investigation of the Relationship between Personal Value and Word Intelligibility.

Hallauer, John William.

Some Problems of Dramatization.

Hyman, Melvin.

An Experimental Study of the Relative Sound Pressure, Duration, Intelligibility and Aesthetic Aspects of the Speech of Artificial-Larynx, Esophageal and Normal Speakers.

Mulder, Robert Leonard.

A Comparative Study of the Competence of Groups of International and Native Students in Aspects of Language that Hold Special Difference to Speech.

Peters, Robert William.

The Effect of Changes in External Side-Tone Delay and Level upon Rate of Oral Reading of Normal Speakers.

Tew, Roy Edwards.

The Relationship Between the Vocal Characteristics of Men and Their Ratings of the Vocal Characteristics of Other Men.

1954

Bonner, John Thomas, Jr.

A Study of the Persuasion of Juries by Expert Witnesses in
Condemnation Cases.

Dunlap, James Francis.

Queen City Stages: Professional Dramatic Activity in Cincinnati,
1837-1861.

Hansen, Ronald Gordon.

The Effect of Static Air Pressure in the External Auditory Meatus
on Hearing Acuity.

Hoak, Eugene Quinter.

Some Basic Specific Problems of Staging the Play in the College and
University Theatre.

Luper, Harold Lee.

The Consistency of Selected Aspects of Behavior in the Repetitions
of Stuttered Words.

Mecham, Merlin J.

The Development and Application of Procedure for Measuring
Speech Improvement in Mentally Defective Children.

Mussen, Thel Foladare.

A Study of the Relationship Between Measures of Speech Reception
and Measures of Proficiency in Language.

Stewart, Robert Hammel.

The Development of Network Television Program Types to
January, 1953.

Watters, Don Albert.

The Pictorial in English Theatrical Staging, 1773-1833.

Webster, Norman Coates.

A Study of Student Speech Recordings.

1955

Brooks, Keith.

The Construction and Testing of A Forced-Choice Scale for
Measuring Speaking Achievement.

Cullen, Jack Buehl.

A Study of the Relative Effectiveness of the Use of Praise and
Reproof in Informative Speaking upon Audience Comprehension
and Retention.

Davidson, Grover Donald.

The Effect of Altered External Side-Tone Transmission Time Upon Oral Reading Rate, Precision of Articulation and Pitch Variability.

Freshley, Dwight Lowell.

A Study of the Attitudes of Industrial Management Personnel Toward Communication.

Gasper, Raymond D.

A Study of the Group Theatre and Its Contribution to Theatrical Production in America.

Goyer, Robert Stanton.

A Study of Individual Differences in Ability and Achievement of College Students in the Organization of Ideas.

Hale, Frank Wilbur, Jr.

A Rhetorical Exegesis of the Life and Speeches of Salmon Portland Chase.

Harbold, George James.

Recognition of Three Magnitudes of Interphonemic Transitional Influence.

Hedges, Thayne Alden.

The Relationship Between Speech Understandability and the Diadochokinetic Rates of Certain Speech Musculatures Among Individuals with Cerebral Palsy.

Mieste, Frank Leland.

The Staging of Pantomime Entertainment on the London Stage: 1715-1808.

Morrison, Sheila Graham.

A Study of the Reliability of Psychological Scaling of Defective Articulation in Children.

Naylor, Rex Vaughn.

A Study of the Effect of Voluntary Non-Fluency Upon Frequency and Rated Severity of Audible Characteristics of Stuttering.

Oyer, Herbert Joseph.

The Relative Intelligibility of Speech Recorded Simultaneously at the Ear and Mouth.

Rickey, John Thomas.

Some Rhetorical Aspects of the McGuffey Readers.

Schlask, Ottmer Franklin.

The Planning, Production and Evaluation of Two Experimental Series of Classroom Telecasts for Use in the Intermediate Grades, in the Columbus, Ohio, Area.

Summers, Robert Edward.

The Role of Congressional Broadcasting in a Democratic Society.

Threlkeld, Budge.

A Study of the Management of Charles Kean at the Princess's Theatre: 1850-1859.

Vasilew, Eugene.

Norman Thomas, A Study of His Speaking Career and His Techniques as a Speaker.

1956.

Adler, Sol.

A Study of Number-Telling Methods in Communication.

Alluisi, Mary Boyle.

The Relationship Between Vocal Characteristics in Oral Reading and the Relative Information of Selected Phrases.

Hendricks, Richard.

Relationships Among Tests of Intelligibility, Word Reception and Other Measures of Symbolic Formulation.

Ludlum, Thomas Spencer.

A Study of Techniques for Increasing the Audibility of a Communication.

McClure, Theron Reading.

A Reconstruction of Theatrical and Musical Practice in the Production of Italian Opera in the Eighteenth Century.

McCroskey, Robert Lee, Jr.

The Effect of Speech on Metabolism: A Comparison Between Stutterers and Non-Stutterers.

Rohrig, Gladys May.

An Analysis of Certain Acting Editions and Prompt Books of Plays by Dion Boucicault.

Stromsta, Courtney Paul.

A Methodology Related to the Determination of the Phase Angle of Bone-Conducted Speech Sound Energy of Stutterers and Non-Stutterers.

Worthington, Anna May Lange.

An Investigation of the Relationship Between the Lipreading Ability of Congenitally Deaf High School Students and Certain Personality Factors.

Yeager, Raymond.

A Rhetorical Analysis of the 1952 Presidential Campaign Speeches of Adlai Ewing Stevenson.

1957

Dee, James Phillip.

An Analysis of the Formal Channels of Communication in an Industrial Union Local.

Grissinger, James Adams.

Factors Affecting the Judgement of Comparative Significance of Social Issues.

Hardigree, Cruz A. Cancel.

Effects of Selected Phonetic Aspects in the Transmission of the Spanish American Language.

Ludlow, Jim Hand.

Television Program Preferences of Listeners in Utah County, Utah.

Munn, Mark Dee.

An Investigation of the Differences Among the Audiences of Several Radio Stations Broadcasting to the Same Population.

Nober, Earl H.

An Investigation of the Magnitudes of Galvanic Skin Resistance Responses that Occur with Different Intensity Levels of Shock, Conditioned Tone, and Extinction Tone.

Phelps, Bernard Fred.

A Rhetorical Analysis of the 1937 Addresses of Franklin D. Roosevelt in Support of Court Reform.

Ranney, J. Buckminster.

An Analysis and Evaluation of Selected Barriers to Effective Communication.

Weaver, Carl Harold.

The Influence of Some Group Values on Communications in Business and Industry.

Wilson, Mardis Glen, Jr.

A Study in Nineteenth Century Production of Shakespearean Tragedy.

1958

Baer, Sherwin Hyer.

An Analysis of the Responses in Word Intelligibility Testing.

Carlson, Harry Gilbert.

The Swedish Riksteater: A Study of the Growth and Development of a Modern Provincial Theatre.

Hulsopple, Bill G.

The Development of the Graduate Achievement Test in Theatre.

Jackson, Esther Merle.

The Emergence of a Characteristic Contemporary Form in the American Drama of Tennessee Williams.

Niven, Harold Franklin, Jr.

Instructional Television as a Medium of Teaching in Higher Education.

Welch, Patrick Errett.

The Development of Audience Participation Programs on Radio and Television Networks through the Season of 1956-1957.

1959

Adelsperger, Walter Charles.

Aspects of Staging of Plays of the Gothic Revival in England.

Bell, Elizabeth Sarah.

A Phonetic Approach to the Relative Intelligibility and Error Responses among Initial Consonants and Consonantal Clusters.

Bluem, Albert William.

The Influence of Medium upon Dramaturgical Method in Selected Television Plays.

Dunham, Robert Eugene.

Some Evaluation of Administrative Communications of Institutions of Higher Learning.

Eek, Nathaniel Sisson.

Attitudes toward Playgoing in a Selected Contemporary Educational Theatre Audience.

Harms, Leroy Stanley.

Social Judgments of Status Cues in Language.

Hinkel, Cecil Ellsworth.

An Analysis and Evaluation of the 47 Workshop of George Pierce Baker.

House, James Bush.

Temporal Silence Thresholds of Hearing.

Macomber, Philip Alan.

The Iconography of London Theatre Auditorium Architecture.

Magruder, Jane Noel.

Development of the Concept of Public Interest as it Applies to
Radio and Television Programming.

McMahon, Robert Sears.

Federal Regulation of the Radio and Television Broadcast Industry
in the United States, 1927-1959, with Special Reference to the
Establishment and Operation of Workable Administrative
Standards.

Nichols, Alan Cheshire.

An Analysis of Phonetic Errors in Identifying Spoken Syllables.

Ried, Paul Eugene.

The Philosophy of American Rhetoric as it Developed in the Boylston
Chair of Rhetoric and Oratory at Harvard University.

Sabah, Franklin David.

The Use of the Semantic Differential Technique in the Analysis of
the Images of Three Columbus Commercial Television Stations.

Smith, Don Crawmer.

Levels of Attention Given to Television by Housewives of Tuscaloosa,
Alabama.

Soderberg, George A.

A Study of the Effects of Delayed Side-Tone on Four Aspects of
Stutterers's Speech during Oral Reading and Spontaneous Speech.

Tolch, Charles John.

Studies in the Measurement and Analysis of Achievement with Some
Visual Symbols of Speech.

Williams, Jamye Coleman.

A Rhetorical Analysis of Thurgood Marshall's Arguments before
the Supreme Court in the Public School Segregation Controversy.

1960

Gern, Jesse William.

Colorado Mountain Theatre: History of Theatre at Central City,
1859-1885.

Hope, Ben Walter.

The Rhetoric of Defense; A Study of the Tactics and Techniques of Refutation in President Franklin D. Roosevelt's Speeches in His Three Campaigns for Re-election.

Jakes, Frank Henry.

A Study of the Standards Imposed by Four Leading Television Critics with Respect to Live Television Drama.

McManus, Thomas Reed.

A Study of Robert A. Taft's Speeches on Social Welfare Issues.

Mohr, Phillip Joe.

The Radio and Television Listening Habits and Program Preferences of Eighty U.S. Army Personnel in Korea, Autumn, 1959.

Nixon, Charles William.

Differential Effect of Breathing in Selected Cases upon Temporary Auditory-Threshold Shift.

Rapport, James Louis.

A Lean and Slippered Pantaloon: A Historical Examination of the Comic-Stock-Type Character, the Old Man.

Scully, Daniel William.

Alfred Ayres, Speech Teacher, as a Critic of Late Nineteenth Century American Theatre.

Wright, Kenneth Daulton.

Henry Fielding and the London Stage, 1730-1737.

1961

Batcheller, David Russell Jr.

The Status of the Technical Director in American Educational Theatre.

Brown, Irving Marsan.

Cleveland Theatre in the Twenties.

Burton, McKay Call.

Speech Reception Thresholds of Institutionalized Mentally Retarded Children.

Casmir, Fred Lutz.

Hitler: A Study in Persuasion.

- Dudgeon, Thomas Henry.
Some Business and Political Communication Policies and Procedures.
- Gardner, Harvey Jay.
Influence of Constants on Recognition in Noise of (u) and (i).
- Hast, Malcolm Howard.
The Role of Subglottic Air Pressure and Neural Stimulation in Phonation.
- Hutchison, Edward Charles.
A Scaling and Equating of Defective Speech.
- Jackson, Bernard Rex.
The Influence of a Heard Vowel Sound upon the Quality of a Simultaneously Spoken Vowel.
- Logan, Winford Bailey.
An Investigation of the Theme of the Negation of Life in American Drama from World War II to 1958.
- Obee, Harold Brhem.
A Prompt Script Study of Nineteenth-Century Legitimate Stage Versions of Rip Van Winkle.
- Ripley, Joseph Marion.
The Practices and Policies Regarding Broadcasts of Opinions about Controversial Issues by Radio and Television Stations.
- Rugliese, Rudolph Edward.
A Promptbook Investigation of Macbeth Productions by the Foremost English Producers, 1800-1850.
- Silver, Reuben.
A History of the Karamu Theatre of Karamu House, 1915-1960.
- Watzulik, Richard Matthew.
A History of the Theatre in Hungary to 1900.
- Wickman, Richard Carl.
An Evaluation of the Employment of Panoramic Scenery in the Nineteenth-Century Theatre.

1962

- Anderson, Delmar Carl.
The Number and Nature of Alternatives as an Index of Intelligibility.

Baker, Donald Jessup.

Two-Channel Listening: A Study of Phase Change, Time Delay, and Ear Preference.

Bassett, Abraham Joseph.

The Actor-Manager Career of William Charles Macready.

Buell, Stephen David.

The History and Development of WSAZ-TV, Channel 3, Huntington, West Virginia.

Cassambre, Alejandro J.

The Effects of Certain Variables in Informative Speaking on Listener Comprehension.

Creech, Henry Bryant.

The Responses of Mothers to Speech of Children as Determined by Measures of Physiological Activity.

Danford, William Kelly.

Selection and Scoring of Music for All Musical Cues in the Comedies of Shakespeare.

Doudna, Mark Eugene.

The Magnitude of Temporary Threshold Shift in Audition after Exposure to Broad-Band Noises with Controlled Amounts of Peak Factor.

Gibson, James William.

Direct and Indirect Attitude Scale Measurements of Positive and Negative Argumentative Communications.

Henderhan, Robert Cecil.

The Relationship of Several Social-Psychological Variables to Empathic Ability.

Jackson, Allan Stuart.

The Perspective Landscape Scene in the English Theatre.

Kibler, Robert Joseph, II.

The Impact of Message Style and Channel in Communication.

Klee, Bruce Brightman.

An Analysis of Production Schedules in Professional Theatres in New York City from 1750 to 1950.

Lewis, Ruth Bartlett.

Angelina Grimke Wald, Reformer.

MacArthur, David.

A Study of the Theatrical Career of Winthrop Ames from 1904 to 1929.

McDonald, Ian Arnold.

The London Little Theatre, 1934-1956.

Pennybacker, John Howard.

Analysis of the Reaction of Residents of Baton Rouge to a Series of Television Editorials.

Phillabaum, Corliss Edwin.

The Theatre of Ferdinand Raimund.

Schwartz, Martin Frederick.

An Investigation of Thresholds of Identification for Vowels as a Function of Their Duration.

Sergeant, Russell Lewis.

An Investigation of Responses of Speech Defective Adults on Personality Inventories.

Thayer, John Richardson.

The Relationship of Various Audience Composition Factors to Television Program Types.

West, William Russell.

The Artistic Approach of Filippo Juvarra, Late Baroque Scene Designer.

Wulftange, Sister Inatius Marie.

An Experimental Study of Audience Response to the Oral Interpretation of Literature as Perceived Through Different Media.

1963

Agnello, Soseph G.

A Study of Intra-and Interphrasal Pauses and Their Relationship to the Rate of Speech.

Anspol, Malthon Milton.

A Study of Minority Group Communication Behavior.

Bartlett, John Bolton.

Bryan, Chatauqua's Orator.

Bogarad, Allen Boyd.

A Rhetorical Analysis of the Speaking of John A. Bingham with Emphasis on His Role in the Trail of the Lincoln Conspirators.

Bradley, Edward George.

Reconstruction of Fragmentary Sentences Presented Aurally

Burbick, William George.

Columbus, Ohio, Theater from the Beginning of the Civil War to 1875.

Burrows, Robert Barker.

The Use of Radio, Television, and Other Communication Media by Children in Monogalia and Preston Counties, West Virginia.

Crane, Loren Danford.

Levels of Structural Difficulty in Language and Readability.

Dodez, M. Leon.

An Examination of the Theories and Methodologies of John Walker (1732-1807) with Emphasis Upon Gesturing.

Faules, Donald Francis.

Communicator Ability and the Ability to Elicit and Interpret Feedback Under Four Conditions of Stimuli,

Fisher, Cletus Graydon.

Confusions Within Six Types of Phonemes in an Oral-Visual System of Communication.

Gressman, Malcolm George.

The Career of John Baldwin Buckstone.

Gruner, Charles Ralph.

An Experimental Study of the Effectiveness of Oral Satire in Modifying Attitude.

Hillis, James William.

Signal Detection and Personnel Selection in Identification Audiometry.

Homann, Harold Walter William.

Experimentally Induced Blockage of a Sustained Vowel by Nonlinear Distortion of Sidetone.

Hunter, Jack Worth.

The Corsican Brothers: Its History, and Technical Problems Related to the Production of the Play.

Lacy, Robert Paul.

Determining the Needs of Television and Radio Audiences in the State of Oklahoma.

Morrow, John Charles.

The Staging of Pantomime at Sadler's Wells Theatre, 1828-1860.

Novak, Elaine Adams.

The Production of an Amateur Musical Revue.

Shelby, Maurice Ear.

The Impact of Discovery, A Network Television Program for Children, on a Child Audience, Ages Seven to Twelve.

Smith, Robert Rutherford.

The Wartime Radio News Commentaries of Raymond Swing, 1939-1945.

Tucker, Charles Otto.

An Application of Programmed Learning to Informative Speech.

Waldon, Edgar Fredrick.

A Study of the Spoken and Written Language of Child with Impaired Hearing.

1964

Deihl, Ernest Roderick.

George Schaefer and the Hallmark Hall of Fame: A Study of the Producer-Director of a Live Television Drama Series.

Fee, James Vincent.

An Experimental Study of Selected Factors Influencing the Comprehension and Retention of Information.

Krafchick, Ivan Paul.

An Investigation of the Identification of Misarticulations.

Lichty, Lawrence W.

"The Nation's Station": A History of Radio Station WLW.

McDougald, William Worth.

Federal Regulation of Political Broadcasting: A History and Analysis.

Porter, Agnes Louise.

The Construction and Testing of a Forced Choice Scale for Measuring Achievement in Oral Interpretation.

Rieke, Richard Davis.

Rhetorical Theory in American Legal Practice.

Schweikart, Robert Bruce.

Radio-Telephone Network Programs in Medical Education.

Shibley, John Dahir.

An Investigation of Some Aspects of Audience Perception During the Communication Act.

Sporre, Robert Alfred.

An Investigation of the Cultural Environment Which Influenced Andre Antoine and Produced the Theatre-Libre.

Staats, Lorin Coover, Jr.

The Usage of Stressed Front Vowels among College Freshmen in Ohio.

Tsai, Andre T.

The British Nautical Drama, 1824-1843.

Welsbacher, Richard Charles.

Four Projections of Absurd Existence in the Modern Theatre.

Zuccherro, William Henry.

The Contributions of James F. Neill to the Development of the Modern American Theatrical Stock Company.

1965

Bangham, Paul Jerald.

Samuel Phelps's Production of Richard III: An Annotated Prompt Book.

Compton, Arthur John.

A Study of the Aural Perception of Sentences of Different Syntactic Structures and Lengths.

Dodrill, Charles Ward.

History of Speech and Theatre at Otterbein College, 1847-1950.

Fricke, James Edward.

Monaural Phase Effects in Auditory Signal Detection.

Grimm, William Arthur.

The Perception of Segments of English-Spoken Consonant-Vowel Syllables.

Grisvard, Larry Eugene.

The Final Years: The Ludlow and Smith Theatrical Firm in
St. Louis, 1845-1851.

Grybas, Algird Alfons.

The Effect of Commitment on Attitude Change in Oral Communication.

Lang, James Kendel.

Four Measures of Audibility in Relation to Procedural Variables
in the Method of Adjustment.

Langholz, Armin Paul.

A Study of the Relationship of Listening Test Scores to Test-Item
Difficulty.

Lerch, John Hoy.

The Broadcasting Career of Lowell Thomas: A Historical and
Critical Evaluation of his Professional Life.

Nilo, Ernest Richard.

Relation of Placement, Force and Pressure of Application, and
Surface Area of the Bone-Conduction Transducer to Absolute
Threshold of Sensitivity of Hearing by Bone Conduction.

O'Reilly, Patricia Paletta.

The Acoustical Aspects of Vowels Phonated by Children.

Schoen, Kathryn Tucker.

Perceptions of Speech Education in Ohio Secondary Schools.

Shallop, Jon Kent.

A Study of Acoustic Impedance and Middle-Ear Function.

Singh, Sadanand.

A Cross-Language Study of Perceptual Confusion of Plosive
Phonemes in Two Conditions of Distortion.

Topping, Malachi Combs.

Development of a Forced-Choice Instrument to Measure Television
Station Images.

Tosi, Oscar Israel.

A Method for Acoustic Segmentation of Continuous Sound into
Pauses and Signals and Measurement of Segment Durations.

Windt, Theodore Otto, Jr.

The Rhetoric of Peaceful Coexistence: A Criticism of Selected
American Speeches by Nikita Khrushchev.

1966

Bock, Fred Clinton III.

A Scheme for an Arena Theatre Lighting Grid Design in Terms of Gird Spacing, Walkway Space, and Masking by Louvers.

Dreher, Barbara Bender.

The Prediction of Children's Narrative and Directive Language.

Eakins, Rollin G.

A Comparative Study of the Effect of Teaching the Service Course in Speech as a Content and as a Performance Course.

Erdmann, Louis Otto.

The Printed Festival Book: A Study of Northern Continental Festivals in the Late Sixteenth Century.

Gray, Philip A.

Deviation as a Signal of the Existence of Conflict.

Hamblin, Junius N.

The Artistic Approach of the Grieve Family to Selected Problems of Nineteenth-Century Scene Painting.

Hopf, Howard Everett.

Factors Affecting Variations of Local Ratings of Evening Network Television Programs in Markets with Three Local VHF Television Stations.

Kile, Jack Ellis.

Predicting Consonantal Responses to Filtered Syllables.

Mahaffey, Robert Bruce.

A Computer Method for Spectral Analysis of Time Series in Speech.

Meitzer, Fred William.

The Duluth Playhouse: A Case Study in Community Theatre Structure, Policy, and Practice.

Olson, Jack Roger.

A Factor Analytic Study of the Relation between the Speed of Visual Perception and the Language Abilities of Deaf Adolescents.

Patterson, Robert Ellis.

Thomas Sheridan: Pioneer in British Speech Technology.

Price, Carol Michaels.

The Effect of Knowledge of the Stimulus Word on the Evaluation of Consonantal Sounds.

Reed, John William.

The Rhetoric of a Colonial Controversy: Roger Williams Versus the Massachusetts Bay Colony.

Reynolds, Jerry D.

Attitude Change by the Stimulus of the Oral Interpretation of Poetic Literature.

Roberts, Kenneth Harris.

The Lincoln Center Repertory Theatre, 1958-1965.

Roberts, Margaret M.

The Pronunciation of Vowels in Negro Speech.

Slott, Melvin Michel.

Summer Theatre in American Colleges and Universities: A Directory.

Smith, David Harold.

An Experimental Study of Communication Restriction and Knowledge of the Opponent's Minimum Disposition as Variables Influencing Negotiation Outcomes.

Stout, Robert Elliott.

The Sur-i-Humayun of Murad III: A Study of Ottoman Pageantry and Entertainment.

Takefuta, Yukio.

A Study of Relative Efficiency of Acoustic Parameters in the Intonational Signal of American English.

Wallace, Bill L.

Vibratory Stimuli Presented at the Fingertips as Perceived by Educable Mentally Retarded and Normal Children.

Warye, Richard J.

A Descriptive Study of Community Theatres in the Metropolitan Areas of the United States.

Werner, Marlin Spike.

Alterations in the Duration, Pitch, and Intensity of Spoken Passages through Successively Hearing and Repeating Them.

1967

Asp, Carl William, Jr.

Time-Intensity Trade and Lateralized Location of Interaural Intensity Differences by Stutterers and Non-Stutterers.

Bradley, Pearl Garrett.

A Criticism of the Modes of Persuasion Found in Selected Civil Rights Addresses of John F. Kennedy, 1946-1963.

Cobes, John P.

The Court Theatres of the Farnese from 1618 to 1690.

Elgabri, Ali Zaki

Selected Approaches to the Use of Mass Media in Development Countries.

Everett, Russell I.

Speech Education: Ohio College Programs and Certifications.

Garber, Carl Edward.

An Analysis of English Morphological Abilities of Deaf and Hearing Children.

Griffin, Robert.

High Baroque Culture and Theatre in Vienna.

Hawley, James Abgriffith.

Inigo Jones and the New English Stagecraft.

Hutter, Gertrude E.

Children's Evaluations of Their Own Articulation of Selected Sounds.

Jacoby, Gordon A.

The Construction and Testing of a Self-Instructional Audiolingual Program of the Irish-English Dialect for the Stage.

Jordan, Sidney.

Speech Audiometry Based on the Selected Band-Pass Filtering of Words.

Lawson, Harold Lewis.

The Speaking of William H. Seward, 1845-1861.

Lunday, Audrey Anne Mostoller.

The Vocal Quality and Pitch of Voices Suspected of Laryngeal Pathology.

Morehead, Donald Melvin.

Speech Recognition and Production in Young Children and Adults.

Ouzts, James Wesley.

Magnitude of Temporary Threshold Shift in Audition Following Exposure to High-Intensity Farm Machinery Noise.

Pfau, Glenn Samuel.

The Influence of Modality of Presentation, Response Confirmation Modes, and Types of Immediate Reinforcement upon Programmed Learning by Hearing Impaired Children.

Plummer, Joseph Thornton, Jr.

A Systematic Research Approach to Television Program Development.

Quarnstrom, Isaac Blaine.

Harmount's Uncle Tom's Cabin Company: A Study of a Twentieth-Century "Tom" Show.

Schaffer, Byron Smith, Jr.

The Stage Management of Henry Irving in America, 1883-1904.

Schramm, Allan Neely.

The Semantic Differential in Oral Interpretation Research.

Stroud, Robert Vernon.

The Comprehension of Rate Controlled Speech by Second-Grade Children with Functional Misarticulations.

Wolcott, John Rutherford.

English Influences on American Staging Practice: A Case Study of the Chestnut Street Theatre, Philadelphia, 1794-1820.

1968

Bailey, Richard Eugene.

A Rhetorical Analysis of James William Fulbright's Speaking on The Arrogance of Power.

Basham, Hal Jackson.

Administrator Perceptions of Communication Education in Selected Major Universities.

Burkman, Katherine Horween.

The Dramatic World of Harold Pinter: Its Basis in Ritual.

Davis, George Dewane.

An Examination of Dialogue and Certain Other Factors and Their Influence on Interaction between the Client and the Therapist in the Therapeutic Process in Speech and Hearing.

Emanuel, Melvin.

Intelligibility for Consonant-Vowel Combinations under Conditions of Simulated Hearing-Aid Responses Curves.

Harper, Sandra Nacci.

The Dramatic Presentation of Liberty in the Theatre of Alfonso Sastre.

Lorenzen, Richard LeRoy.

A History of the Old Prince of Wales Theatre, London, 1772-1903.

Martin, Donald Ray, II.

A Study of Definitions and Attitudes Toward a Small College Non-Commercial Educational FM Radio Station.

Rodgers, Charles Andrew.

The History of the Hartman Theatre 1938-1963.

Schalinske, Theo Fred.

The Role of Television in the Life of the Aged Person.

Smith, Phyllis Stoll.

Relationship between Codability and Connotative Meaning of People Referents at Two Age Levels.

Venderbush, Kenneth Ray.

Communication in Contemporary Student Controversies.

Wagener, Billy Bruce.

An Experimental Examination of Continuance and Context Effect as a Result of the Use of a "Contradictor" in a Persuasive Communication Series.

Wible, Darrell Elmo.

Deintermixture: An Analysis of Television Station Licensing as Related to St. Louis, Missouri, Springfield, Illinois; and Specifically, Terre Haute, Indiana.

Witham, Barry Bates.

The Dramaturgy of Owen Davis.

Wolfe, Virginia Smith.

The Social Significance of Negro Speech.

1969

Alexander, Dennis Clair.

Effects of Perceived Source Credibility, Ego-Involvement, and Initial Attitude of Students' Images of the Black Student Union.

Buxton, Laurence.

An Investigation of Sex and Age Differences in Speech Behavior Under Delayed Auditory Feedback.

Fritz, Donald.

The Generation Gap in Current Attitudes Toward Religion.

Moses, Gerald.

The Effects of Participation in Demonstration Therapy upon
the Ability of Speech-Clinicians-in-Training to Assess Stuttering.

Randolph, Harland.

The Communication Ecology of Conflict Transformation and Social
Change.

Ringe, Robert.

An Analysis of Selected Personality and Behavioral Characteristics
with Affect Receptivity to Religious Broadcasting.

Steis, William

An Analysis of RAI-Radiotelevisione Italiana: The Italian
Broadcasting System.

Williams, Ronald.

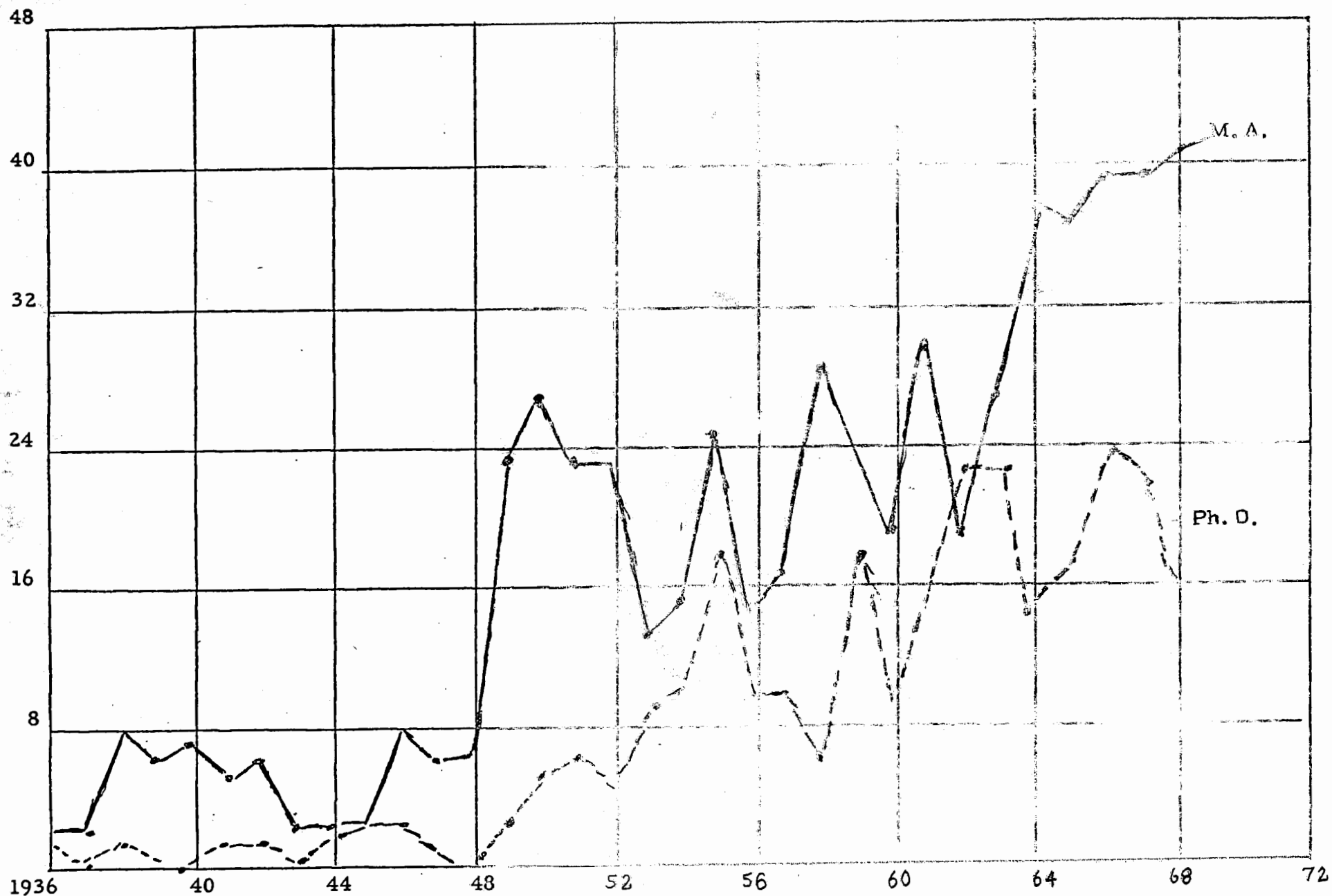
The Identification of Terminal Intonation Contours of Selected
Sentences in American English.

The attached graph traces the trends and expansion of graduate research in The Ohio State University Department of Speech. There have been a total of 589 Master of Arts degrees granted since the creation of the Department in 1936; 596 including the seven degrees granted in Phonetics prior to the founding of the Department. Doctor of Philosophy degrees number 272.

According to Knowler's "Graduate Theses: An Index of Graduate Work in Speech, XXXVI," published in Speech Monographs, August, 1969, Ohio State University ranks eighth in the nation in the total number of degrees granted in speech. Northwestern University, with 2749 leads in the total number of degrees granted and is followed by Columbia, 1845; University of Michigan, 1753; State University of Iowa, 1680; University of Wisconsin, 1286; University of Southern California, 1253; Yale University, 995; and then Ohio State University; 861.

In 1955, 1959 and 1961 The Ohio State University Department of Speech led all others in the total number of doctoral degrees granted.

DEGREES GRANTED



GRADUATE DEGREES GRANTED AND ANNUALLY IN THE U. S. U. DEPARTMENT OF SPEECH 1968